AN ANALYSIS ON STUDENTS' DIFFICULTIES IN CHANGING ACTIVE TO PASSIVE VOICE IN WRITING FOR TENTH GRADE AT SMAN 21 MEDAN

DIAJUKAN OLEH

Nama   : Rindu Kaya Sinambela
NPM   : 20120060
Program Studi   : Pendidikan Bahasa Inggris
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Dinyatakan telah memenuhi syarat dengan hasil A dan dengan ini pula yang bersangkutan memperoleh gelar SARJANA PENDIDIKAN (S.Pd)

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Panitia Ujian Meja Hijau

Dosen Penguji I

Dr. Rina Octavia Simarmata, M.Pd.

Dosen Penguji II

Dr. Sahlan Tampubolon., M.Hum.

Dekan FKIP UHN Medan

Dr. Meida Sigiro, M.Si., Ph.D.

Ketua Program Studi

Dr. Sahlan Tampubolon, M.Hum.

CHAPTER I

INTRODUCTION

1.1 Background of Study

Writing is the product of the processes of thinking, drafting, and editing. It suggests that the writer should organize the ideas using the proper linguistic units after considering the writing's subject. In order for other people to grasp the meaning or intent of the written communication (concept), someone must carefully craft the thought in order to make it understandable. To produce correct writing, someone needs to pay attention to language, grammar structure, spelling, punctuation, and other elements.

Grammar is one of the linguistic aspects taught to someone who is learning a language, especially writing skills. Learning grammar, particularly using punctuation, is one of the most challenging tasks for students.' Students has a significant advantage in terms of understanding English. Language proficiency is only one aspect of communication, in which language is used solely as a tool. Grammar has an important role in mastering English because it is like a rule in the language and is the most difficult thing for foreign learners to learn. Through language learning, students learn how to read, write, and spell correctly to achieve accurate results. There are numerous aspects that are discussed in English grammar, the most notable of which is passive voice.

There are two voices: active and passive. Active voice is used sentences where the subject performs a task or activity. Active voice is utilized to make a clear remark about an action. The grammatical subject is the "doer" of the action, whereas the grammatical object is its recipient. The typical structure of an active voice sentence is (subject + verb + object). Meanwhile, a passive voice sentence is one in which the object of the phrase does the work for the subject. With passive voice, the subjects do not perform an activity but rather cause an action or topic to be passive.

Passive voice is one of the distinctive features of the English language that can appear in various forms. Due to the many formats, students often face challenges when converting active writing to passive. Many passive verbs in English have lost their active verb equivalents due to a lack of usage. Passive learning is very important in English education. It is usually used for reading and writing. In addition, it is also often used in academic writing and other forms of expression that focus on events and processes taking place. To improve proficiency in English learning, students must engage in active learning.

When mastering passive voice in English, pupils typically run into trouble. "Teaching materials often concentrate on the form of standard passive construction into passive ones". Occasionally, learners come away with the idea that passive construction is a type of elective, aberrant form of active construction. Due to the complexity of the passive construction form, most students typically struggle to understand how to use the auxiliary verb "be" and tell the difference between the past tense and past participle. One of the difficulties is that pupils frequently find it difficult to understand when a sentence changes from being

active to passive. When an active sentence is converted to a passive voice, the subject of the active sentence becomes the object of the new sentence. The object is followed by the past participle (V3) and "to be" (e.g., to be in the present tense, am, are, is). The subject in the passive phrase will become the object in the active sentence. When studying the concept of passive voice in the classroom, students face a number of difficulties in learning how to form passive sentences. Despite the fact that the teacher has already explained how to convert active memory to passive memory at each stage, the teacher has asked the students to change active memory to passive memory. The student may experience difficulties in changing from active to passive mode because of a lack of understanding of language patterns and tenses. In reality, the ability of students to become active participants falls short of the goal. Many students face difficulties transitioning from active to passive.

Examples of active and passive voice:

Active Voice : *Christian opens the window*

Passive Voice : *The window is opened by Christian*

The problems that occur for students in writing active and passive sentences are that students have difficulty understanding the basic differences between active and passive sentences, students are confused in determining the agent (doer) and object (recipient of the action) in a sentence, students have difficulty using auxiliary verbs correctly in passive sentences (such as "be"), difficulty in changing the form of the verb from active to passive, and lack of training and practice of students in changing active sentences to passive.

Based on previous observations at SMA Negeri 21 Medan, the researcher found that class X-8 students, a total of 32 students, struggled to write active sentences into passive phrases due to their lack of understanding of English tenses. Students still have difficulty mastering grammar, especially passive sentences. When observers gave active sentences to students, they made a mistake in turning them into passive sentences, such as *"Tika ate an apple yesterday."* 44.4% of students answered *"An apple has eaten by Tika yesterday,"* while others 36.1% answered "*An apple was ate by Tika yesterday.*" Students continue to make mistakes in utilizing the verb be and distinguishing between past tense and past participle in passive phrases. It should read, *"An apple was eaten by Tika yesterday."* The researcher also discovered that certain 19.4% of students were unable to effectively alter the aforementioned statement depending on its grammatical usage. The teacher also claimed that students' English writing remained irregular due to their restricted vocabulary, making it difficult for them to explain their writing concepts. Problems frequently arise as a result of students' disinterest in learning foreign languages at school, and many students use the internet to complete English classes without understanding the material. From the problems found at school, researcher were interested in conducting research on students' difficulty in writing active sentences to become passive to know the dominant difficulty of 10th grade students at SMA Negeri 21 Medan.

Previous research on the same subject by Andaryati (2010), entitled "An analysis on the students' difficulties in applying passive voice," aims to find out what conditions cause second grade students at SMK N 2 Cikarang Barat to have difficulty learning passive sentences and what mistakes they make. The researcher

made restrictions based on the correct use of the auxiliary (be), the right tenses, and the replacement of the object in the active sentence with the subject in the passive sentence. According to her findings, the most frequent type of error is replacing the object in the active form with the subject in the passive form. while Chotimah (2013) with the title "An analysis on students' errors in the use of passive voice in simple past tense." The purpose of this study was to find students' errors in the use of passive voice in simple past tense. The findings of her investigation revealed that the most common error was information inaccuracy. Furthermore, the researcher classified the error areas according to Azar's theory as: subject-object, be, pronouns, verb 3 (past participle), phrase-based, addition, and omission.

According to prior studies, students are confused while converting active voice to passive voice, which can be characterized as a mistake. As a result, the researcher is interested in undertaking a similar study entitled **"An Analysis of Students' Difficulties in Changing Active to Passive Voice in Writing for Tenth Grade SMAN 21 Medan."**

1.2 Research Problem

Problem formulation based on the background that has been discussed above, the researcher formulates the problem as follow:

1) What are the difficulties in changing the active to passive voice in writing for tenth grade SMAN 21 Medan?

2) What are the most dominant difficulties in changing active to passive voice in writing in the tenth grade SMAN 21 Medan?

1.3 Research Objective

The objective of the study:

1) To identify and analyze the difficulties of the students in changing the active to passive voice in writing for tenth grade SMAN 21 Medan.

2) To find out the most dominant difficulties frequented by students in changing the active to passive voice in writing in the tenth grade SMAN 21 Medan.

1.4 Research Scope and Limitation

Based on the identification of the above problems, the study focused on analyzing the difficulties of student writing in changing active sentences into passive sentences. Specifically, this study is to describe the difficulty of writing that students experience when learning active-passive voice. By doing this research, it is expected to increase student retention in writing active sentences into passive sentences. The research used qualitative methods. The researcher limited this study to students grade X-8, as well as 32 people from eight tenth grade study groups, for a total of 284 tenth grade students in SMAN 21 Medan. In the context of the research, it is expected that this study can provide new teaching for students and teachers that can develop an understanding of writing.

1.5 Research Significant

The significance of this research is as follows:

1.5.1 Teoritically

a) For Teachers:

1. Providing a framework for understanding students' difficulties in active-passive transformation.

2. Helps teachers develop more effective teaching strategies.

3. Improves teachers' understanding of important aspects in sentence transformation.

b) For Students:

1. Helps students understand the concept of active-passive transformation better.

2. Improve students' ability to transform active sentences into passive ones.

3. Equip students with linguistic skills essential for effective communication.

1.5.2 Practically

a) For Teachers: Provides practical guidance to identify specific student difficulties, assist teachers in choosing appropriate learning methods to overcome students' difficulties and improves the effectiveness of active-passive transformation learning in the classroom.

b) For Students: Provides targeted exercises and activities to improve active-passive transformation skills, increase students' confidence in using active-passive transformation and helps students achieve English learning goals more easily.

c) For Other Writers: Provides a useful source of information for writers who want to develop learning materials on sentence transformation and improve the quality of research on English language learning.

CHAPTER II

LITERATURE REVIEW

2.1 Theoritical Framework

In this chapter, the writer provides a review of related literature as well as an explanation of pertinent information gleaned from a variety of specialist sources. This seeks to clarify the terminology used in this study. Researcher feel that this stage is critical for discussing and clarifying the concepts and theories employed so that readers can grasp them completely. The research theoretical framework discusses the meaning of writing, active and passive sentences, student's difficulties, difficulty transitioning from active to passive voice, previous studies, and the conceptual framework.

2.2 Writing

Writing is one of the four language skills, along with listening, speaking, and reading. It is an activity that involves arranging words, phrases, and sentences in a grammatically correct and appropriate manner for their intended purpose. According to Brown in Octavianna et al., (2023) the ability to write ini a clear, natural, cohesive, and concise manner is refered to as writing proficiency. Writing can be defined as the act of creating or tracing a character on paper or other suitable materials with a pen or pencil. According to Co-superv (2022), writing is the activity of creating letters or numbers on a surface, typically with a pen or pencil. Writing is one technique to develop language and express thoughts, feelings, and opinions (Harmer, 2004:31). Furthermore, writing is a process in which what people write is frequently significantly influenced by the limits of

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genres, and then these aspects must Furthermore, writing is a process in which what people write is frequently influenced by genre limits, and these components must be present in learning exercises. The process is the act of accumulating ideas and working with them until they are presented in a way that is polished and understandable to readers.

Writing is the process of putting ideas into a written form that can be understood. Writing is also the process of expressing ideas or thoughts in written form. In writing, the writer needs organizational structures that allow the words to transmit the writer's ideas or messages with development and coherence. To express some meaning of the text, the writer puts down graphic symbols that have a function to offer a language so that the reader may grasp the information that the writer has tried to transmit Sapkota (2012:70) in (Harris et al., 2014). Nunan et al., (2003:88) supports this approach, stating that literature can be described by a sequence of contrasts. (1) Writing is a physical and mental act. Writing is the mental process of generating ideas, deciding how to convey them, and structuring them into statements and paragraphs that are understandable to a reader. (2) The objective of writing is to express and impress. Writers often serve two masters: themselves and their need to express an idea or sentiment, and readers, also known as the audience, who require ideas articulated in specific ways. (3) Writing involves both a process and a product. The author imagines, plans, drafts, edits, reads, and rereads. It is because writing is the process of putting ideas in their minds on paper and transforming them into words and sentences through structure and meaningful arrangement. It signifies that writers are required to explore their thoughts and organize them into meaningful sentences and paragraphs.

Based on the opinions of the experts above, the researcher concludes that writing is one of the four important language skills, along with listening, speaking and reading. Writing is the process of conveying thoughts and ideas through written words, which is influenced by genre and requires organization for clarity. Writing involves mental activity to formulate ideas and physical activity to put them into written form. The goal is to express oneself effectively and convey a message to the reader.

2.2.1 Elements of Writing

Students must meet the basic writing requirements of a correct sentence, paragraph, grammar, punctuation, diction, and spelling. Writing has five components: organization, topic, grammar, vocabulary, and mechanics (Lander & Brown, 1995:335).

1. Organization

    Writing is organized into three parts: introduction, body, and conclusion. According to Oshima (1998:6), there are three major structural components in the organization of writing. They have topic phrases, supporting facts, and a conclusion. The topic sentence conveys the paragraph's major point. Supporting detail will enhance it by providing explanations, arguments, examples, facts, figures, and quotations. Meanwhile, the conclusion marks the end of the paragraph and provides the reader with key facts to remember.

2. Content

    Good writing has good material. It suggests that the writing or essay topic should be appropriate and provide important information (Heaton, 1988:148). Content is about being knowledgeable and substantive. Furthermore, the material

discusses and explains the topic, such as when writing "Negative Effects of Abortion." Based on the topic, the writer provides an explanation that includes explanations and evidence for the harmful impact of abortion.

3. Grammar

Grammar is crucial because it gives information to aid the reader's comprehension. The grammar of a language refers to the principles that control its organization. The structure delivers the writer's precise meaning to the viewer. The grammar governs how words are organized to make meaningful units (Coghill & Magedanz, 2003:16). Furthermore, grammar is the set of principles that govern how words are joined, structured, or changed to convey specific types of meaning (Swan, 2005:19).

4. Vocabulary

Vocabulary is highly vital to creating a nice paragraph. Vocabulary is a collection of words or phrases used to communicate, either orally or in writing. By using acceptable words, the writer will be able to explain thoughts and viewpoints. Thus, having a large vocabulary is vital for language development and progress. No one can communicate effectively and explain a concept in both oral and written form unless they have a large vocabulary.

5. Mechanics

Grammar, spelling, punctuation, and use are examples of writing mechanics that allow for distinct expression. Writing mechanics are divided into three parts: capitalization, punctuation, and spelling (Oshima, 1998:10). Capitalization is the use of uppercase characters in writing to convey to the reader that a new sentence has begun. Additionally, it indicates proper names, titles, and headings. The

second is punctuation, which contains both exterior and interior marks. External markings include periods, question marks, and culminating points. Internal punctuation includes commas, semicolons, colons, quote marks, parentheses, dashes, apostrophes, and hyphens. Punctuation will indicate to the reader where one paragraph stops and the next begins. The final step is spelling. Spelling is the process of accurately creating words from individual letters. Writing requires accurate spelling, and if there are spelling problems, the writer will lose marks.

2.2.2 The Process of Writing

A well-written output is the result of various processes in the writing process. It signifies that there are some steps to be taken when creating the text. It is more than merely combining words to form sentences. It requires some procedures to ensure that what has been written follows the proper progression of the writing process. In addition, the writing process includes some structural steps. There are several stages of writing, including preparation, drafting, revising, and final drafting (Harmer, 2004:4). The writing process, as a classroom activity that includes those four basic writing stages, is considered recursive. This signifies that it has a cycle that connects different stages. It can be viewed as a processing wheel that clearly depicts the paths that writers may take during the writing process. This process is completed recursively. It means that writers can go backward and forward between these levels. Thus, throughout the editing process, the writers may feel compelled to return to the pre-writing phase and reconsider their ideas.

1. Planning

Planning, or pre-writing, is a classroom exercise that allows pupils to explore their writing goals. It can also motivate kids to write by stimulating their thoughts to get started. It influences students' motivations to write in terms of the language they use, the text they want to create, and the material they include. In addition, throughout the planning step, students must examine their target audience. It influences not only the arrangement of the paragraphs but also the language used, whether professional or casual. Another item to consider at this time is the piece's content structure. It is how to best organize the facts, thoughts, or arguments that they have chosen to include.

2. Drafing

It is the process of putting down thoughts, structuring them into a sequence, and giving the reader a framework for comprehending these concepts. This procedure produces a composition, or "first draft," of ideas. When writing the first draft of the paragraph, use the concepts created during preparation as a guideline.

3. Editing (reflective and revising)

It is the stage in which you reflect and revise your writing based on an evaluation. It encourages students to revise their writing and improve its organization, style, grammatical and lexical accuracy, and appropriateness. When students finish writing their drafts, they usually read them to ensure that what they wrote is proper. Other readers' comments and recommendations can often aid with reflection and revision.

4. Final Version

The final version is created once the students have corrected their drafts. Because of the numerous changes that occur during the editing process, it may be

perceived differently than the initial plan and first draft. During the wheel procedure, students might move from one part of the wheel to another. As a result, even after students have completed what they believe to be the final version of their writing, they may return to earlier phases and re-plan or revisit them.

In conclusion, the writing process consists of four steps. Writing is a four-stage process that includes planning, drafting, editing, and final version. The technique requires students to work flexibly in order to improve their writing.

2.3 Active Voice

According to Herring (2009:818), the active voice is a grammatical voice when the subject of a sentence acts as the agent of the verb, carrying out the action specified by the verb. In active-voice sentences, the agent always precedes the verb. Furthermore, Sinamo (2019) defines active voice as a sentence in which the subject performs a labor or activity. Furthermore, Day (2013:194) in her book "Succcess In Academic Writing" defines active voice as the creation of a phrase in which the subject takes action.

So, based on the answers provided by the experts above, the researcher believes that active voice is a composition that begins with the subject and is followed by the most commonly used verb. It is a broad form of sentence or voice that is often used in all tenses of writing.

2.3.1 Usage of Active Voice

Active voice can take on various tenses, including present, past, and future. Sinamo defines the normal structure of an active voice sentence as (subject + verb + object). Furthermore, Riyanto (2012:180) wrote the form of the active voice below:

Subject + Verb-3 + Object +.......

For example :

   a. <u>Deo</u> *helped* <u>the girl.</u>
       S   **V**   **O**

   b. <u>Ronti</u> *mailed* <u>the package.</u>
       S   **V**   **O**

2.3.2 Form of Active Voice

According to Slamet Riyanto (2012:180), the active voice is employed to emphasize a specific issue. So, the subject performs the action." It implies that the writer must have a firm grasp on the subject of an activity. For example: I, We, You, She, He, It, Susana, and Susanto. Furthermore, Sinamo (2019) adds that an active voice is utilized to make a direct statement about an action. Furthermore, Herring (2009:818) notes that the following sections describe situations in which you should always prefer to utilize the active voice over the passive voice.

    a.   If there is no direct object,

    b.   When the agent is essential.

    c.   when the agent is familiar or relevant.

    d.   When speaking in an authoritative tone.

    e.   when the agent is a current subject.

2.4 Passive Voice

Herring (2009:818) defines passive voice as when the verb acts on the subject. In passive-voice sentences, the subject is the recipient of the action. In contrast, Sinamo (2019) defines passive voice as a statement in which the object of the sentence performs a task on behalf of the subject. With passive voice, the subjects

do not perform an action but rather cause an action or topic to be passive. Furthermore, Day defines passive voice as the formulation of a phrase in which the subject is the recipient of action (being acted on).

According to Azar (1898:94), the object of an active sentence becomes the subject of a passive sentence, and the subject of an active sentence is the object of the "by-phrase" in a passive subject. Irwan also notes how tenses influence the change of the verb to be when an active sentence is rendered passive. However, the relationship between active and passive sentences is very similar. That is, if the active statement is simple present, the passive sentence must be the same, past tense must be past tense, and perfect must be perfect.

Based on the reasons provided above, the writer would like to emphasize that passive is a manner of wording a sentence so that the subject does not refer to the person or object responsible (directly or indirectly) for the activity. It means that passive voice is a way to rewrite active speech when the subject is not doing the action.

2.4.1 Usage of Passive Voice

Passive voice is frequently employed, both in spoken and written form. According to Sinamo (2019), passive voice is employed to express interest in the person or thing experiencing an action rather than the person or object performing the action. Furthermore, Unver (2017:19) claims that passive voice is more widespread in writing than in speaking and that people choose to use passive voice deliberately or unconsciously based on context, meaning, or lexis. Passive verbs are used when:

a. The person performing the action is inconsequential, unknown, or obvious.

b. Speaking of a general truth,

c. The attention is on the recipient.

d. Being ambiguous about who is liable.

e. Writing research articles, lab reports, academic essays, news stories, instructions, and so on.

f. The information is new and important.

g. S/he is a well-known individual.

h. He or she has harmed or annoyed the recipient.

Herring (2009:818) suggests using the passive voice instead of the active voice in some situations (see below).

a. When the target of the action is significant.

b. When the agent is unidentified, irrelevant, or inferred.

c. To soften an authoritative tone.

d. when using a professional, neutral, or objective tone.

The passive voice is employed in both verbal and written communication when the speaker or writer is unsure of the action's performer or when the subject is unimportant.

2.4.2 Form of Passive Voice

According to Sinamo (2019), transitioning from active to passive voice entails putting the verb in the same tense as the active verb and including the active verb's past participle. The subject of the active voice becomes the "agent" of the passive voice. Wittaningsih (2019) defines passive constructions by the following characteristics:

a. The passive clause's subject is the active clause's direct object.

b. The subject of the active clause is stated passively as an agentive adjunct or is not mentioned.

c. The verb is expressed passively.

According to Wittaningsih (2019), the basic form of passive is in the formula (NP BE Ven by NP), which means that passive constructions are typically noun phrases followed by a verb in past participle form, followed by the word by and a noun phrase when necessary. The basic formula for passive voice is given below:

> Thing receiving action + to be + past participle of verb + by
> + thing doing action

For Example: My pen is lent by Niken

= <u>My pen</u> (Thing receiving action) + <u>is</u> (to be) + <u>lent</u> (past participle

of verb) + <u>by</u> + <u>Niken</u> (thing doing action)

Passive voice can be used in a variety of tenses. According to Azar (1898:2) passive can be divided into four tenses: simple present, simple past, present perfect, and future. This means that passive constructions can be created in a variety of ways. However, in this study, the researcher only focuses on the simple present and simple past tense.

1. Simple Present Tense with Passive Voice

To convert from active voice to passive voice in simple present tense, we must first understand the pattern of simple present tense in active voice. According to Azar (1898:2), the simple present represents events or situations that exist always,

generally, or routinely; they exist now, have occurred in the past, and are likely to exist in the future. This tense employs time signals such as every, always, usually, frequently, etc. The pattern of simple present in active sentences is:

> S + v 1 +(s, es) + O

Where :

S: Subject (I, you, we, they, he, she, it)

V: Verb 1 (if the subject are he, she, it, so the verb will be added by s or es)

O: Object

Example :

> Active Voice : Sister Cooks Cake
> S   v1   O

Analysis : the sentence is compound by Subject (Sister), Verb 1 with s (cooks), and object (Cake). It can be changed to passive, as seen below:

> Passive Voice : Cake is cooked by sister
> S   be   V3   O

Analysis : The subject of Passive Voice (Cake) is derived from object in active Voice, and the object of Passive Voice (Sister) is derived from subject in Active Voice.

2. Simple Past Tense with Passive Voice

The simple past tense shows that an activity or circumstance began and finished at a specific moment in the past. This tense uses time signals such as yesterday, ago, last week, last month, and so on. Changing from active voice to passive voice will be more challenging than in simple present tense because

students may still be confused by the irregular verb employed. The patterns of simple past tenses in active sentences can be explained as follows:

S + v2 + O

Where:

S   : Subject

V2   : Verb 2 (sometimes regular by means add ed, mostly in irregular form)

O   : Object

Example :

Active Voice : <u>Sister</u> <u>swept</u> <u>the floor</u>
S   v2   O

Analysis : The sentence is compound by Subject (Sister), the irregular verb (swept), and object (the floor). It can be changed to passive, as seen below:

Passive Voice : <u>Floor</u> <u>was</u> <u>swept</u> <u>by sister</u>
S   be   V3   O

Analysis : The subject of the passive voice (Floor) is derived from the object in the active voice, while the object of the passive voice (Sister) is derived from the subject in the active voice.

2.5 The Difficulties of Students' in Writing

According to O'Donnell in Chowdhury (2015), some pupils struggle with writing accuracy, while others have learning difficulties that impede their ability to write. It is normal in almost every classroom for pupils to have diverse spelling styles, imprecise handwriting, and sometimes writing that makes no sense. In this case, the issues that arise in writing are generated by pupils. Some pupils continue

to lack completeness in their writing as well as a comprehension of how to uncover and develop ideas.

Grammar difficulties, sentence construction problems, word choice problems, and cognitive problems are all examples of writing issues. Linguistic difficulties that prevent students from writing good English include grammar, mechanics, sentence structure, and diction issues. This suggests that experts believe the problem is pupils' inability to apply grammar, structure, and other writing principles correctly. Clear writing should have a clear meaning, develop fascinating ideas, and be cohesive enough for the reader to understand; therefore, writing principles such as word selection, grammar, punctuation, and other rules must be followed. As a result, writing will be created that is both meaningful and proper. And if a text does not follow the guidelines or standards that have been specified, it has a problem. From the explanation previously, it is possible to infer that writing is a difficult skill in which a writer communicates and expresses his thoughts, feelings, and opinions to others in the proper framework so that the reader understands them.

According to Husna et al., (2013), writing is a tough talent for both native and non-native speakers since authors must be able to write in a variety of ways, including content, organization, purpose, audience, vocabulary, and mechanics like spelling and capitalization. Content refers to the substance of the work or the experience of the main idea (unity). This is determined by looking at the topic sentence. The next step is organization, which relates to the logical arrangement of content (coherence), whereas vocabulary refers to the usage of proper grammatical forms and syntactical patterns. This can be seen in the development

of well-formed sentences. Harmer (2004:244) agreed, adding that there are five categories of writing difficulties: content, organization, language, vocabulary, and mechanics. This means that mechanics is one of the more difficult aspects of writing. Mechanics refers to the employment of graphic language norms such as capitalization, spelling, paragraphing, and punctuation.

2.5.1 Factor of Students' Difficulties in Writing

A factor is the rationale behind an action or condition. Huwari & Fadi Maher Al-Khasawneh (2013) identified four factors contribute to writing difficulty: grammar, knowledge and understanding, a lack of practice, and educational background. The first grammar weakness occurs when students are unable to compose brief paragraphs, texts, articles, or readings without numerous grammatical problems. In this scenario, children lack a thorough comprehension of the sentence patterns and tenses employed in writing. The second term, "knowledge and understanding," relates to pupils' comprehension of the writing standards. This includes knowing the writing process and coming up with topic-appropriate ideas. The third lack of practice implies that pupils rarely engage in writing activities. As a result, unless individuals practice writing in English, they will be unable to improve their writing abilities and produce good work. The four educational background relates to how the teacher explains the content in class. Whether or not the teacher teaches writing clearly can have an impact on students' ability to write effectively.

2.5.2 Students' Difficulties in Learning Passive Voice

When learning English, pupils often struggle with passive voice. According to Parrott (2004:330), teaching materials frequently focus on the conversion of

ordinary passive constructions into passive ones. Learners may mistake passive building for an optional, deviant variation of active construction. Because the passive construction form is fairly complex, most students have difficulty comprehending how to utilize the auxiliary verb "be" and distinguish between the past tense form and the past participle.

Based on the description above, the researcher finds that there are two major obstacles in learning and utilizing passive voice, which are: the difficulty in employing the verb "be" (auxiliary verb) and distinguishing the past tense form and the past participle.

2.5.2.1 Difficulty in Using of Auxiliary Verb be

Frank (1972:47) claimed that the verb is the most intricate aspect of speech. Its various pairings with nouns determine the many types of sentences: statements, questions, commands, and examples. According to Boer (1982:69), a verb is a term that affirms something about a person, thing, or idea and is necessary for the sentence's meaning. Indonesian students are introduced to the form of the verb "be" almost immediately in their first English sessions. The forms are simple to define and grasp, but the post causes issues for learners of all levels. The special verb "be" (is, am, are, was, were, and been) can be used as both a verb and an auxiliary verb. Auxiliary verb forms are positioned in specific positions alongside verbs to indicate the time (tense) in which an event occurs.

Many student often got confused in using active and passive verb forms. This is no suprising. Because:

1. Be is used to make both passive verb-forms and active progressive tenses.

2. Past participle are used to make both passive verb-forms active perfect tenses.

Compare :

He was calling. (Active – Past Progressive)

He *was Called.* (Active - Simple Past)

He is Called. (Active - Simple Present)

The most prevalent problem with the use of the auxiliary verb is that pupils tend to omit it. Second language learners have been observed omitting the "to be," regardless of whether their home language includes an equivalent word.

2.5.2.2 Distinguishing The Past Tense Form and The Past Participle

Another difficulty for students when studying passive verbs is distinguishing between simple past and past participles in both regular and irregular forms. The passive voice is derived from the word be (be, am, is, are, was, were, being, been). And the past participle (typically a past tense verb). If the verb uses "have," as in "have," it is a past participle. English verbs contain two participles. The present participle, also known as the active, imperfect, or progressive participle, has the same form as the gerund, and the term "present participle" is occasionally used to refer to both. The word "gerund participle" is also used. The other participle, also known as the past, passive, or perfect participle, is typically identical to the verb's preterite (past tense) form; nevertheless, in irregular verbs, the two usually differ.

According to Alexander (1988:171), most English verbs in their various tenses are consistently added to the base of an adverb to form the simple past and past participle. He walked; he was walking. There are, however, a number of so-called irregular verbs, including several fairly common verbs such as to be and to

have, the many forms of which must be mastered. Because irregular verbs are more difficult than normal verbs, many students continue to struggle with distinguishing between simple past and past participle when studying passive voice.

2.6 Previous Study

Some previous researchers have differences and similarities with this researcher. For the similarities between the first, second, and third researchers with the current researcher, namely discussing student difficulties in using passive voice.
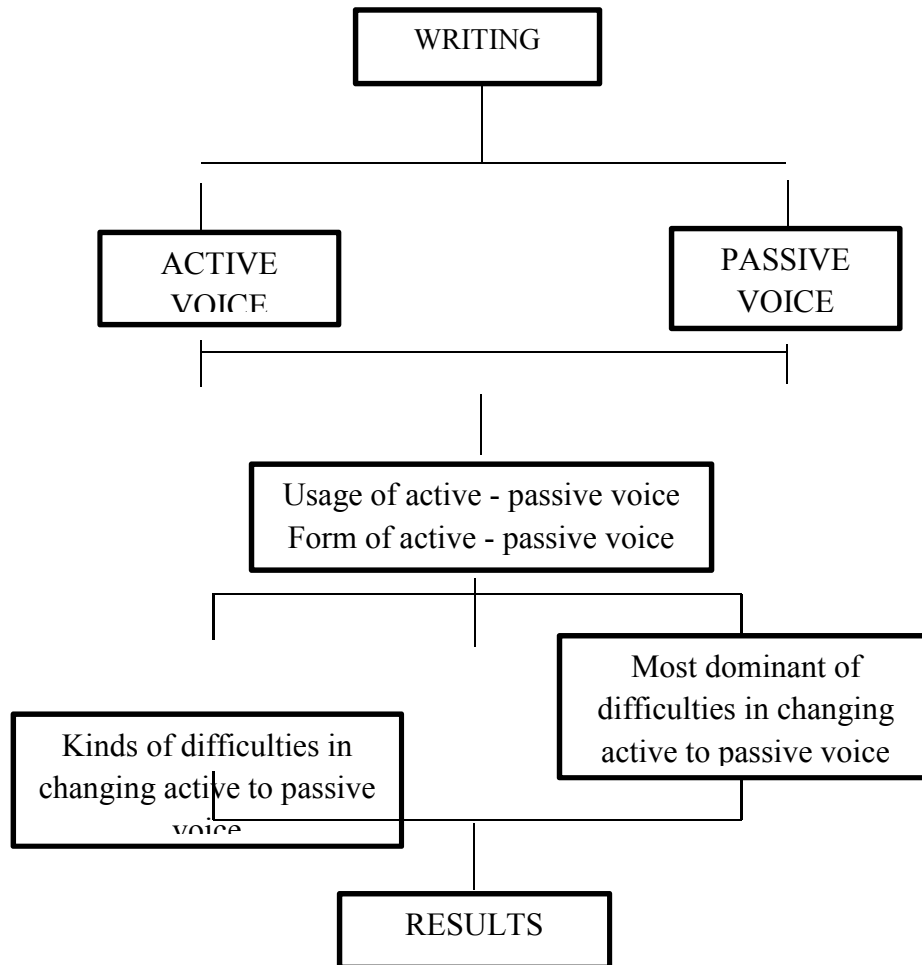
First, research by E. Nurhillah (2008) with the title "Some difficulties faced by students in learning passive sentences." The research used a qualitative approach. The purpose of the study was to find students' challenges in making passive sentences. The data obtained through written exams showed that the most challenging aspect was using the correct form of "be" in active and passive phrases. For example, 29.43% of students struggled with the basic present tense, compared to 11.76% with the present perfect and modal auxiliary tenses. The overall results show that 6.07% of students continue to struggle to change the correct form of "be" in certain tenses. The similarities between the previous researcher and this study are that both of them use qualitative methods, and both studies have the same goal of analyzing students' difficulties in learning the concept of changing between active sentences and passive sentences in English. Meanwhile, the differences between the two studies are: first, the previous researcher shows a broader exploration of students' difficulties with passive sentences, which potentially includes understanding and use outside of writing,

while this study focuses on changing active sentences into passive sentences in writing. Two, the difference in the object of research is that the previous research was conducted in class 2 of SMAN 11 Tangerang, while this research was conducted in class 10 of SMAN 21 Medan.

Second, research by V. Fawzah (2017) with the title "Students' difficulties in converting active sentences into passive sentences in simple present tense and simple past tense." This research used the qualitative method, focusing on problem analysis. With the aim of identifying students' errors in converting active verbs into passive verbs, especially in the simple present and simple past. Researchers found students' difficulties when using the right pronouns, auxiliary verbs, past participles, sentence structure, and varying passive and active forms. The previous researcher's similarities with this study are that, using qualitative methods, both researchers discuss student difficulties in changing sentences from active sentences to passive sentences. While the differences between the two studies are: First, the previous researcher analyzed students' errors in changing active sentences into passive sentences in simple present tense and simple past tense and was very specific to the tenses studied. The researcher's focus was on the two most basic verb forms. Whereas this study analyzes students' difficulties in converting active sentences into passive sentences in writing and does not mention specific verb forms. Secondly, this study explicitly mentions 'writing' as the skill under study, whereas the previous researcher did not mention this aspect and potentially covers both oral and written language. Thirdly, the previous researcher conducted the research in class IX of SMA Negeri 2 Pemalang, while this research is in class X of SMA Negeri 21 Medan.

Third, research by H. Mustofa (2020) with the title "Analysis of active to passive sentence errors of eighth grade students at MTs Riyadlatul Ulum Batanghari, East Lampung." The research uses a qualitative strategy that is descriptive in nature. The aim is to examine the mistakes made by class VIII students of MTs Riyadlatul Ulum Batanghari when converting active sentences into passive sentences, in particular to find out the types of mistakes most often made in passive sentences in the form of simple past tense. As a result, the students made 83 mistakes. The most common error was misformation (48.2%), followed by omission (21.7%), misordering (20.5%), and addition (9.6%). A misformation error is the most common type of error. The similarities between these two studies are that they both examine students' difficulties in converting active sentences into passive sentences and also use qualitative methods. While the differences between these two studies are: First, the object of the research is that the previous research focused on grade 8 MTs (equivalent to junior high school) students, while this research focused on grade 10 SMA students. Second, the previous researcher used the term 'error analysis, which identifies the focus on identifying and classifying errors made by students, while this study analyzes the difficulty of converting active sentences into passive by using the auxiliary verb be and distinguishing past tense and past participle.

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2.7 Conceptual Framework

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                        ┌──────────────┐
                        │   WRITING    │
                        └──────────────┘
                 ┌─────────────┴─────────────┐
         ┌──────────────┐            ┌──────────────┐
         │   ACTIVE     │            │   PASSIVE    │
         │   VOICE      │            │   VOICE      │
         └──────────────┘            └──────────────┘
                 └─────────────┬─────────────┘

                 ┌────────────────────────────────┐
                 │ Usage of active - passive voice │
                 │ Form of active - passive voice  │
                 └────────────────────────────────┘
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Usage of active - passive voice
Form of active - passive voice

Kinds of difficulties in changing active to passive voice

Most dominant of difficulties in changing active to passive voice

RESULTS

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study employed qualitative research. According to Leavy (2017:128), qualitative research was often a suitable approach when the primary purpose was to investigate, describe, or explain. Qualitative research could be defined as research undertaken to explore and comprehend the meanings that individuals or groups attached to social or humanitarian problems or events. In its most restrictive sense, qualitative research was research that utilized non-numerical data collection methods such as interviews, case studies, and participant observation. However, the term 'qualitative research' was frequently used in a broader sense, implying a holistic approach to social research where experimental interventions, attempts to isolate phenomena in experiments, and attempts to identify causal relationships among isolated variables were replaced by naturalistic observations of complex settings. This indicated that a qualitative research design involved the researcher presenting data through descriptions. In this study, the researcher used a descriptive method to identify and characterize the challenges that students in class X-8 SMA N 21 Medan faced when converting active sentences to passive sentences based on the data gathered.

3.2 Data and Source of Data

The data source was the subject from which the data was obtained, namely students of class X SMAN 21 Medan, which was located at JL. Kramat Indah/Selambo Ujung, Southeast Medan, Kec. Medan Denai, Medan City, North Sumatra Province. In this study, researcher used primary data to collect data. The primary data were obtained from the results of interviews and

students' writing tasks in converting active sentences into passive ones. The researcher chose one class X, namely class X-8 students with a total of 32 students, to collect data.

3. 3 Instrument of Collecting Data

Data collection instruments were tools or method that researcher used to collect information or data relevant to their research topic. According to Sugiyono (2010:132), research instruments measure certain natural or social processes. In this study, researcher used interview and written text as data collection tools.

1. Interview

The researcher conducted interviews with students to collect data. The interview format was semi-structured. The researcher conducted interviews to determine the most common students' difficulties with transforming active statements into passive phrases. By conducting this interview with students, the researcher was able to identify the difficulties faced by students in changing active sentences into passive sentences when writing. The responses or answers provided by students during the interview session had the potential to address problem one, which concerned students' difficulties in transforming active sentences into passive sentences in their writing.

2. Written Text

The researcher acquired data through written text. Researcher gave assignments to students in the form of active sentences and asked students to convert them into passive sentences. Then the researcher analyzed the results of students' writing in converting active sentences into passive sentences to find out the dominant difficulties of students.

3.4 Technique of Collecting Data

The data for this study was gathered through interviews and written text as follows:

1. The researcher conducted interviews with students to determine the students' difficulties they when transitioning from active to passive voice.

2. The researcher asked students to complete a writing test that had been provided by the researcher to convert active sentences into passive sentences.

3.5 Technique of Analyzing Data

This study looked at students' difficulty transitioning from active to passive voice in writing, the researcher used the Miles and Huberman data analysis model. According to Miles et al., (2014:16), activities in qualitative data analysis are interactive and continue until the end, resulting in incomplete data. Data integrity was ensured by not introducing new data or information. Miles and Huberman's technique for data analysis included:
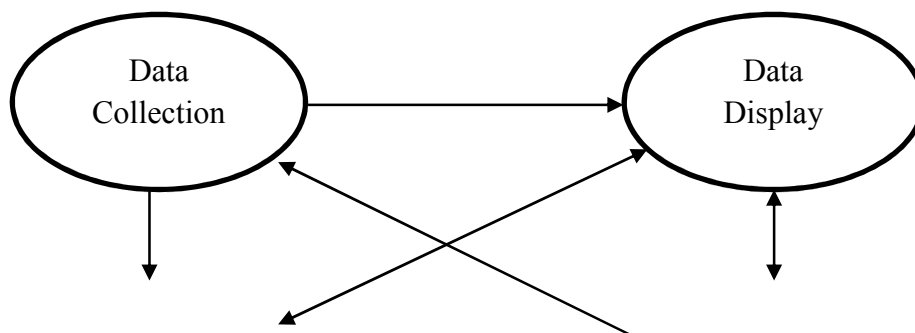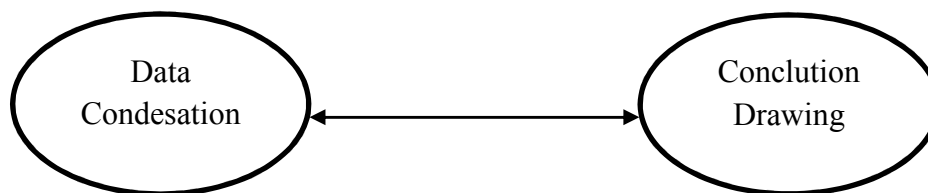
Figure 3.1 1 Analysis Components of Miles and Huberman Model

3.5.1 Data Reduction

Data reduction included selecting and focusing on the process of simplifying, abstracting, and/or transforming data, which often appears in field notes. Data reduction was done by selecting, writing a brief summary, classifying to emphasize certain points, abbreviating, deleting unimportant parts, and organizing data so that appropriate conclusions could be made, which was then followed by a verification procedure. The data reduction process in this stydy included the following:

1. Selecting, in this step the researcher selected data from students' changing active to passive voice.

2. Focusing, during this phase, the researcher focused on students' difficulties in converting active voice to a passive voice.

3. Simplifying, the researcher simplified the data by categorizing students errors in converting active sentences into passive ones

4. Abstraction and/or transformation: in the abstracting process, the researcher evaluated and organized data to find students' difficulties in converting active sentences into passive ones. The data transformation process began with grouping based on the errors in converting active sentences into passive that appreared in the data set. Further, the data was narrated and

categorized based on the dominant students' difficulties in converting active into passive ones.

3.5.2 Data Display

Data display was the practice of organizing information into categories or groupings to aid comprehension. Data could be presented as text, graphics, graphs, or tables. The goal was to gather facts and describe the current situation. In this study, the researcher aimed to provide a description of the many forms of student difficulties when changing active sentences to passive sentences in class X-8 at SMAN 21 Medan. Through displaying the data, the researcher could analyze students' interviews and students' writings by changing active voice to passive voice.

3.5.3 Drawing Conclusions and Veryfying

Drawing conclusions and verifying them was an attempt to identify the significance of the explanation given to the data that had been analyzed by looking for relevant details. This conclusion was presented in the form of a succinct and understandable statement, referencing the research objectives. In this step, the researcher developed conclusions and confirmed the responses to research questions posed in the data presentation by comparing interview data to written text data. Thus, the researcher arrived at a conclusion about the students' difficulty in transforming active voice into passive voice in class X-8 SMAN 21 Medan.