A CASE STUDY OF SMPN 6 KISARAN STUDENTS IN USING PASSIVE VOICE

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ABSTRACT

This research aimed to identify the mistakes students encounter when forming passive voice sentences and the underlying causes of these challenges. The focus was on errors and obstacles in creating passive voice sentences in the Simple Present Continuous Tense. A qualitative case study method was employed, targeting 15 students from class VIII at SMPN 6 Kisaran. Data collection was done through tests and interviews. The results showed that students' errors fell into three categories: omission (62.4%), misinformation (10.6%), and misordering (27%). Additionally, 75% of the errors were related to the incorrect use of "to be" in the Present Continuous Tense. These mistakes stemmed from both internal and external factors, including a lack of interest in learning English, limited vocabulary, and insufficient grammar understanding. External factors included a lack of parental involvement, inadequate educational resources, poor school infrastructure, and difficult access to the school.

Keywords: Student Challenges; Passive Voice in Present Continuous; Sentence Construction.

1. INTRODUCTION

Education is a crucial element in achieving a prosperous future. According to the Constitution (UUD 1945) Article 31 Paragraph 1, "Every citizen has the right to education." Education provides individuals with knowledge, shapes character, improves the economy, and contributes to national progress. It involves developing each person's potential to become educated and beneficial to society. Language plays a vital role in education, as it is a key tool for communication and cultural transmission. Omid Pourkalhor and Nastaran Esfandiari (2017) state, "Communication is a means to develop and pass on culture." Language is a cultural aspect that facilitates everyday interactions, including in school, where English is a widely taught and used foreign language.

Despite its importance as a global language, many Indonesians struggle with English, both in speaking and writing. English, the first foreign language taught in schools, requires mastery of four key skills: listening, speaking, reading, and writing. Among these, grammar plays an essential role, as it helps structure sentences and impacts effective communication (Shashirekha, 2014).

Learning the passive voice in English presents challenges, as the language environment primarily uses the active voice in everyday conversations (Agustini, 2017). Students learn passive voice during middle and high school, where understanding it is essential for formal writing and scientific papers (Ratnasari, 2011). However, passive voice remains difficult for both students and teachers, with errors in its use indicating gaps in comprehension (Kurnianto, 2020). Observations at Yaspenmas Sei Lepan Private Vocational School showed that students face difficulties in constructing correct passive sentences. As teachers, understanding these barriers help identify effective strategies to improve learning outcomes Fahriany's research on students' errors in passive voice revealed similar challenges, though the focus differed, as the study centered on Present Continuous Tense among class VIII students, compared to prior research on simple past tense errors (Suhartini, 2011).

Grammar, particularly verb usage and sentence structure in passive voice, is often confusing for students. In English, verb tenses influence sentence structure, unlike in Indonesian, where tenses are not recognized (Suprato, 2012). For passive sentence construction, proper understanding of verb changes and the use of "to be" is crucial (Suhartini, 2011). Errors in these areas, such as omission, misinformation, andmisordering, hinder students' ability tocorrectly form passive voice sentences (Supit, 2016). Learning barriers arise from both internal and external factors. Internal barriers include physical and psychological issues like health and interest, while external factors involve parental involvement, school environment, and community influences (Astuti, 2018; Nukuhaly, 2019). These barriers impact students' learning experiences, particularly in mastering complex grammar topics like the passive voice.

2. METHOD

The research in this study employed a qualitative approach, which focuses on narrative findings rather than quantitative data (Sidiq & Choiri, 2019). Data collection and analysis were conducted without experimental manipulation, ensuring the validity of the analysis. The goal of the study was to examine students' errors in constructing passive voice sentences and identify the factors contributing to these difficulties. The research was carried out with 15 students from class VIII of SMPN 6 Kisaran. Data collection tools included a passive voice sentence test with 7 questions and interviews with 15 participants. These interviews aimed to gather additional insights into the causes of students' difficulties in forming passive voice sentences.

The procedure for analyzing data began with the collection of student test results and interview responses. Error theory was then applied to assess the test data, and the interviews were used to detail the barriers students faced in forming passive sentences. The final

conclusions were drawn from both sets of data.

In June 20, 2024, students took the test without access to Google. The study revealed that students made several errors in constructing passive voice sentences. Specifically, they struggled with the Simple Present Continuous Tense (93.3% error rate. The errors included incorrect usage of "to be," the past participle, and auxiliary verbs such as "have" and "been."

Table 1 outlines the specific errors in tense forms, showing high percentages of mistakes in these areas. For example, 75% of students made errors with "to be" in the Simple Present Continuous Tense, while 100% had issues with the past participle in the same tense.

Table 1. The results of passive voice sentences in Present Continuous Tense

To be	Past Participle	To be	Past Participle
75%	100%	95,83%	64,6%

Mistakes students make in the test of sentences in the passive voice in the Present Continuous form

Table 2. The results of types of errors

Omission	Misinformation	Misordering
62,4%	10,6%	27%

The first category of errors made by students is omission, which accounts for 62.4% of all errors. In addition to their incomplete sentences, this mistake may be seen in the words to be, by, and been. Disinformation 10 is next, at 6%. The student has made a mistake in the verb, which should have been changed to the past participle in the passive phrase.

Additionally, 27% of the final one is misordered. Students typically make mistakes while rewriting questions because they don't comprehend the proper sentence structure, which results in incorrect objects and subjects in passive sentences. Students produced the majority

of serious omission mistakes out of the three categories of errors they encountered, which resulted from their ignorance of proper syntax in passive voice phrases.

Subsequently, the investigators obtained data from the responses of fifteen respondents to seven identical interview questions on the variables that hinder students' ability to construct passive voice sentences. The psychological elements were the first internal factor that the students at SMPN 6 Kisaran encountered: (1). The first question, "Do you like English lessons?" demonstrates the pupils' lack of enthusiasm in studying the language. Only one of the five students enjoys taking English classes, followed by one who doesn't particularly enjoy them and three who don't. Therefore, the argument is that the ordinary student finds it hard to construct passive voice sentences because they dislike learning English and find the subject boring. (2). lacks knowledge of grammar, particularly when it comes to sentence structures in the passive voice and tenses. Do you get the usage of tenses in the third question during the conversation? 5 (Are you familiar with the passive voice sentence formula?) and 7 (What aspect of passive voice sentences do you find challenging?) on five pupils' comprehension of tenses Only two students—the simple present continuous tense and the simple past tense—have a basic understanding of tenses, whereas each of the other three. have no understanding of tenses. Then, just one student comprehends the passive voice sentence patterns in number 5. All of the questions in question seven struggle with the passive voice, particularly when it comes to employing the past participle and to be. Additionally, the focus of the active sentence—which should become the subject of the passive sentence—is not understood by the students. (3)—insufficient command of vocabulary. Students at Yaspenmas Sei Lepan Private Vocational School, particularly those in class XII, have difficulty expanding their vocabulary; the most they can learn is about 100 words. It's the barrier that prevents students from

understanding the investigator's statement while they are assembling passive voice sentences.

The second was outside influences; a number of outside influences make it difficult for pupils to construct passive voice sentences: (1)—insufficient parental involvement. Since parents serve as their children's after-school instructors, it goes without saying that children also require parental assistance in their academic endeavours. It is the responsibility of parents to encourage and support the education of their kids. However, just one student studied at home without parental assistance, according to the five resource individuals. (2) In the course of teaching and learning, the instructor does not supply any supplementary materials. (3). Inadequate school facilities. (4). It's challenging to navigate the state of the school road. Students find it challenging to go to school in the morning while it rains at overnight because the route becomes muddy. Some students struggle to attend class and study the subject, which makes it difficult for them to comprehend passive voice sentence patterns.

3. CONCLUSION

This is clear from the data analysis and discussion that internal causes are the main cause of kids' troubles producing passive voice sentences. Among them are grammatical mistakes, which arise from pupils' incomplete comprehension of grammar rules. With a 75% inaccuracy rate, the examination results reveal that pupils frequently misuse the verb "to be" in the Simple Present Continuous Tense.

These mistakes can be categorized into several types. The first type is omission errors, with a percentage of 62.4%. These errors occur with "to be," "by," and "been," and often lead to incomplete sentences. The second type is misinformation, accounting for 10.6%, where students fail to change the verb to the correct past participle form passive sentences. Lastly, misordering errors, making up 27%, happen when students rewrite questions without understanding the proper sentence

structure, resulting in incorrect subject and object placement in passive sentences. Lack of interest in learning English and poor vocabulary are additional internal factors that hinder students from mastering passive voice construction.

External factors also play a role, such as insufficient parental support, the absence of educational media, inadequate school infrastructure, and difficult-to-navigate roads leading to the school, which can further impede students from correctly and effectively constructing passive voice sentences.

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