

## CHAPTER I

### INTRODUCTION

#### A. Background

Grammar plays an important role in language learning because it influences the mastery of language. As Penny (1998:4) states, “Grammatical rules are essential for the mastery of language; you can not use word unless you know how they should be put together. Grammar itself is the rules of words manipulated and combined to form a meaning. Cook and Suter (1998:2) defined grammar as a written description of the rules of a language. Furthermore, in a language, grammar is considered as the rule that governs the language.

Passive voice is one of grammar materials, especially for the second year students of senior high school and this material should be mastered by the students. Unfortunately, most students have difficulties in mastering passive voice. They are still confused of how to change the active sentence into passive. It is because they still do not understand the form of passive voice. A previous research had been conducted by Handayani in SMU Santun UNTAN Pontianak, she found that the most common difficulties faced by the students were in using the form of *to be* and using the *past participle*, as she says (1997:2), “It includes the difficulties in using *to be* in agreement, the difficulties to use the past

participle. This prerequisite knowledge is indispensable as passive voice is formed by using “to be” and “the past participle”. Additionally the determination of using “to be” still depends on the agreement between the subject and the tense of each sentence”.

Furthermore, the researcher assumed that the problems still can be found at present. Based on the result of pre research that was conducted on 24<sup>th</sup> April 2007 in SMAN 1 Sungai Raya Pontianak, the researcher had an interview to Mrs. Karyati, the English teacher who teaches the second year social students of SMAN 1 Sungai Raya to get the description of the students’ ability and difficulties in English subject. She described that English is one of the difficult subjects for the students, many students failed when they had examination in English. This problem is mostly found in social students. According to the teacher, the input of the students were low, only few students were good at English subject. They also do not know much about grammar, because it is complicated for them. They also have been taught about passive voice material, but they still have difficulties in mastering it. Mostly, they always made mistakes in using *to be* in agreement, and even some others didn’t know how to form passive as well.

The researcher also asked some students of SMAN 1 Sungai Raya Pontianak to get students’ point of view about English grammar especially for passive voice. It showed that they had difficulties in mastering English grammar,

because it had many rules and was very complicated. They also had difficulties in understanding passive voice. Some students even didn't know what passive voice is, or they forgot how to form it.

There are so many teaching strategies that can be applied in teaching and learning English. Concerning that the students' difficulties were in determining the use of *to be* in agreement, and to overcome this problem, the researcher tried to create a technique to teach passive voice. The technique was inspired from the technique that has been developed by Novida to teach tenses, she was an English student of FKIP UNTAN who has conducted a research for her thesis about reinforcing students' achievement of tenses by using "Five Clues of Tenses" technique to the third year students of Senior High School at Bimbingan Belajar Primagama Abdurrahman Pontianak in 2006. She said that "Five Clues of Tenses" is a smart solution from Primagama special to teach Tenses. Considering that it has the same characteristics in teaching passive voice, the researcher modified it into "Easy Formula for Passive Voice" to teach passive voice. The students just have to understand one general formula to know all patterns of passive voice. Furthermore, it would save their energy to understand the patterns of passive voice.

Based on the assumption above, the writer intended to do a research to the second year of SMAN 1 Sungai Raya Pontianak in academic year 2006/2007. Since this class should have the passive voice materials and have learned some

tenses. This research was aimed at investigating whether using the “easy formula for passive voice” technique in teaching passive voice can reinforce the students achievement.

## **B. Problem of Research**

A good formulation of research problem will be very helpful to find the relevant data easily. Considering the problem faced by the students, the researcher restricts the problems of this research as follows; Does teaching passive voice using “Easy Formula for Passive Voice” significantly reinforce the students’ achievement of passive voice?

## **C. Purpose of Research**

The purpose of this research is to know whether teaching passive voice using “Easy Formula for Passive Voice” significantly reinforces the students’ achievement of passive voice.

## **D. Hypothesis**

### 1. The Null Hypothesis (Ho)

The “Easy Formula of Passive Voice” does not significantly reinforce the students’ achievement of passive voice.

### 2. The Alternative Hypothesis (Ha)

The “Easy Formula of Passive Voice” significantly reinforces the students’ achievement of passive voice.

## **E. Scope of Research**

To accomplish the research systematically, the writer restricts the scope of research in order to avoid ambiguity and misinterpretation.

### **1. Research Variables**

The research variables are the conditions or characteristics that the researcher manipulates and controls or observes. Hatch and Farhady (1982:12) define a variable as “an attribute of person or an object which varies from person to person or object to object and can be measured by placing on scale”. The variables to be described in this research are;

#### **a. Independent Variable**

Independent Variable is the major variable to be investigated. It is the variable which is selected, manipulated, and measured by the researcher. The independent variable of this research is the use of “Easy Formula for Passive Voice”.

#### **b. Dependent Variable**

Dependent variable is the variable that is observed and measured to know how the effect of the independent variable. The dependent variable of this research is the students’ achievement on Passive Voice.

## 2. Terminology

- a. Learning achievement is the outcome that some one achieves from the process of learning something. In this research, the learning achievement can be seen from the significant improvement of students' achievement between both tests (pre-test and post-test)
- b. Passive Voice is a grammatical term used to tell whether the subject of the sentence is acting or receiving the action expressed by the verb.
- c. "Easy Formula for Passive Voice" is a simple way to understand passive voice by joining each elements to have a specific pattern of passive form. It is usefull in determining the appropriate form of *to be*.
- d. Reinforcing is an effort to srengthen or to increase the knowledge or skill.
- e. Pre-experimental study is a research procedure that has no control group. The influence of the experimental treatment can be seen by analyzing or comparing the result of pre test and post test
- f. SMAN 1 Sungai Raya is a State Senior High School located on Jln. Adi Sucipto Pontianak.