
AN ANALYSIS OF THE PASSIVE VOICE IN REPORT TEXTS WRITTEN BY STUDENTS AT ELEVENTH GRADE OF SMA NEGERI 5 PALANGKA RAYA

By

Bahing¹, Mayang Meilantina², Misrita³

^{1,2,3}Department of English Study Program, Post Graduate Program (Magister) Of Language and Art, Palangka Raya University

Hendrik Timang Street, Palangka Raya, Central Kalimantan, Indonesia

Email: ¹bahing@edu.upr.ac.id, ²mayangparay@gmail.com

Article History:

Received: 12-10-2024

Revised: 16-10-2024

Accepted: 15-11-2024

Keywords:

Passive Voice, Report Text
and Procedure

Abstract: *This research was highly concerned with the study of passive voice made by the students at SMA Negeri 5 Palangka Raya. It was an analysis of the passive voice in report texts made by the students of eleventh grade Students in SMA Negeri 5 Palangka Raya. In this case, the analysis was to find out the use of passive voice which was regarded as incorrect forms in report texts of SMANegeri 5, Palangka Raya, especially in XI-IPS class. This research applied the descriptive Qualitative as the research method. The researcher collected the data by provided the students with the writing tasks and questionnaire as an instrument to the subjects. In processing the data obtained, this research followed the data processing procedure, such as collecting, identifying, classifying, coding, and tabulating. Then, the data were analyzed and described into the conclusion of the research. The result of data analysis showed that the students of SMA Negeri 5 Palangka Raya, particularly in eleventh grade have difficulties in using passive voice when they made report texts, which consisted of passive voice formula. The analysis showed that from 44 incorrect sentences that the students have made. There were total 75 incorrectness divided into percentage first, incorrectness in tense 52 %. Second, incorrectness in auxiliaries to be 24 %, And lastly, incorrectness in past participle form 24 %. And there were included in 39 incorrectness in tense, 18 incorrectness auxiliary be, and 18 incorrectness in past participle form. Thus, the researcher concluded that based on the data of the first and second task, the result of questionnaire, it showed that the eleventh grade students of SMA Negeri 5 Palangka Raya still did not understand fully how to use passive voice in providing the Report Text.*

INTRODUCTION

In School Curriculum (2013) for senior high students, writing skill is the most needed skill to develop students' competence. This is also applied in SMA Negeri 5 Palangka Raya. Writing is taught in English subject. This lesson is important for students because they would learn how to write and had ability in composing their ideas into text and context.

The lesson were very challenging to learn, especially for senior high school students at SMA Negeri 5 Palangka Raya, who were still learning to write in English. However, writing would be easy to make and would develop if students practice writing hard. Among the four macro skills, writing is considered as one of the most difficult of language skill to learn, because it must be accompanied by good and correct writing procedures, especially in writing report text.

Report text was a type of text in English material that is created for announcing the results of an investigation or announcing something that had happened factually or scientifically. In report texts, there are uses of passive voice to emphasize certain actions to state the facts. Therefore, one of the language features in report text that must be mastered by students in passive voice. Passive voice is the verb form where the subject received the action. Alexander (2006:241) stated that active voice and passive voice referred to a form of a verb. In the active voice, the subject of the verb is the person or thing doing the action, while in passive voice the action is done to the subject.

This research was highly concerned with the passive voiced sentences as made by the students of SMA Negeri 5 Palangka Raya. This study was conducted in relation with the students' competence when they were requested to write down the passive voice sentences correctly in a report text genre. It was important for the students because they learned how to write it and in composing their ideas into a text genre. The lessons were very interesting and challenging them to learn, especially for senior high school students at SMA Negeri 5 Palangka Raya.

Writing could be very necessary for the students because it was to train them to be skillful in an opinion about whatever they write. It was an aspect of cognitive competence and they learn much from writing. In writing, we learn to organize the word to good in sequences of syntagmatic and paradigmatic relationships. And the sentences were selected made by hy-frequencies of words and sentences.

Writing could be developed when students try hard to practice it. Among the four macro skills, writing was considered one of the most difficult language skills since it is full of lexical and structures. Writing should be accompanied by good and correct writing sentences, such as writing a report text.

Report text is a type of text in English that created a meaningful text that should be understood by students. It is announcing the result of investigation that happened factually or scientifically. In Report Text, there are uses of passive voice to emphasize certain actions to state the fact. Therefore, one of the language features in report text that must be mastered by students is passive voice. Passive voice is the verb form, where the subject receives the action (Alexander, 2006:24) states that active voice and passive voice refer to a form of a verb. In the active voice, the subject of the verb is the person or thing doing the action, while in passive voice the action is done to the subject.

Report text explain how to do something, that the steps of doing something say for example how to make fried rice, it included the material used in it, say the steps how to prepare fried rice, what goods used to prepare it and to make it ready to be served.

Passive voice is an important part of language structures. According to Cowan (2008:15) passive voice is an essential part of English language teaching syllabus. The learners need to understand to the use of passive voice. Because basically, passive voice form

is quite complicated to use, especially for senior high school students. So it is not surprising, students often make problem in writing passive voice. According to Klammer, et, Al.(2000: 17) said that passive voice is a grammatical construction are not in their customary position and the focus of sentences are changed. Choomthong (2011: 10) stated that passive voice is a grammatical construction in the noun working as the subject of a sentence, clause, and the verb is affected by the action of a verb, being acted upon by the verb.

The noun working as the grammatical subject is typically the recipient of the action denoted by the verb rather than the agent and maybe used to avoid assigning responsibility to the doer. Learning passive voice in writing is complex process. Before making sentences, students must first understand the formula, not all active sentences can be transform into passive sentence, only sentences that contain intransitive verb that can be changed into the passive sentences.

When making passive sentences, students must change the object in the active sentence to the subject in the passive voice. For the verb in the passive voice we have to replace it in the form of past participle. So, the learner should give great attention to same essential elements, such as the tense and verb. It requires great attention and carefulness from the students.

Based on the preliminary observation when the researcher did a practice teaching (PPL2) in SMA Negeri 5 Palangka Raya, it was found a lot of students at the eleventh grade of SMA Negeri 5, there were still confused and did not understand about the use of passive voice in report text. Then, based on the interview to the English teacher at SMA Negeri 5 Palangka Raya, she said that the students' problem in writing were: 1) Lack of motivation, problem in changing tenses, still confused in placing by agent in sentences, incorrect use of participle and passive voice, e.g: eat-eaten, steal – stolen.

Some students made incorrectness in arranging sentences in using passive voice, for example: My mother always makes some cakes on Sunday – some cakes are always made by my mother on Sunday. According to the finding of the problems in preliminary observation, the researcher is interested to investigate the problems at eleventh grade of SMA Negeri 5 Palangka Raya in using passive voice in report texts. The students are supposed to have studied the passive voice in report text, especially the students in SMA Negeri 5 Palangka Raya. In school curriculum (2013) for senior High School students, writing skill is the most needed skill to develop students' competences. This lesson is important for students because they will learn how to write and have ability in composing their ideas into a text. By referring to all paragraphs above, the researcher conducted a research under the title: An Analysis on the passive voice in report texts written by students at eleventh grade of SMA Negeri 5 Palangka Raya. This title is chosen since the writer focused on text types and

According the school based curriculum, there are five text types (genre) that taught to students, one which is report text. Report writing is a writing that explains or provides information and something in general. Report genre usually tells the natural or non-natural phenomena or even social phenomena. This writing is a kind of descriptive writing. However, it is not really descriptive because it provides the information dealing with the natural or non-natural phenomena. This is also not matter of procedure genre because it does not tell the process of a phenomenon such as how volcano occurs, how drought happens, or how the global warming takes place. It tends to describe and provide information about cases

scientifically and academically in order to improve knowledge of the readers (Pardiyono 2007 in Dirgeyasa, 2016:70). In other words, report text is a type of text that presents information about something as it is which is the result of systematic observation and analysis such as title, general classification, and description.

Report text has distinctive linguistic features. The linguistic features in the report text can help you to recognize or identify the type of report text quickly and distinguish report text from other texts. According to Hamied (2017: 23) the lexicogrammatical features of a report text are:

1. focusing on generic participant: the report text uses generic participant and does not includespecial participant that do not represent the type in general;
2. Using relating verbs: relating verbs are words like am, is, are, seem, appear, and others. In report text, relating verbs are used to describe the general characteristics of an object;
3. Using simple present tense: the tenses used in the report text are simple present, except for the objects or living things that are already extinct;
4. Not using adverbs of time sequence: The report text does not use adverbs that explain the time sequence or temporal sequence, such as first, second, third.

The generic structure of report text are divided into 3 parts, they are title, general classification, and description.

1. Title: Based on kamus besar bahasa Indonesia (KBBI) title is a header, the title itself means writing in forms of short text;
2. General classification: this section contains general statements that describe the object description of report text;
3. Description: This section usually provides a description of phenomenon or situation that occurs, both arts, characteristics, habit or behavior. In essence, this section describe the classification presented scientifically. However, the thing to remember is that report text is not a news text but a scientific factual text.

And a report text also has language features, namely: nouns and noun phrases are used rather than personal pronouns, most report text are written in the simple present tense, use some passive voice, some reports use technical or scientific terms or scientific terms, like linking verbs are used (is, are, has, belong to, to give coherence, uses some action verbs (climb, eat) and descriptive language is used that is factual rather than imaginative (color, shape, size, body parts, habit, behavior, functions) uses characteristics of report text (contains scientific fact, the title text looks more general, using present type tenses).

Based on school curriculum at SMA Negeri 5 Palangka Raya in the academic year, report text is taught by focusing on writing and reading skill. And after the researcher interviewed one of the English teacher at SMA Negeri 5, she said report text is usually taught using text through books other sources by answering questions. And for another way, students are asked to write a paragraph with the theme of report text.

Definition of passive Voice, passive voices are to be learnt by the students, especially in writing. According to Kobrina and Biberi in Dubovicine T (2017:87) the passive construction are formed by the to be and past participle, may have almost all the aspect tense and perfective forms with the exception of future continuous of future continuous and perfect continuous, and generally fall into three main type such as: short passives, long passive, and get-passives. Both short and long passive structures are most common in the expository

registers, in which the agents are often either unknown or unimportant, as in academic prose or news reports. In the first case passive structures are used to refer to scientific method and/or logical relations, whereas in the second case, these structures are used to report negative events. In contrast, get-passives are rare and mostly used in conversation.

The passive is a grammatical voice in which the subject of a transitive verb gets the action of the verb. The emphasis in passive voice is on the process rather than the action's performer. When the subject of a verb is considered the doer of the action periphrastic, meaning it does not have a single word form and instead consists of auxiliary verb plus the transitive verbs past participle. The object of an active verb becomes the subject of the passive verb in passive voice.

For example, in the passive sentence "Esra is helped by Lucy" the subject (Esra) denotes the patient rather than the agent of the action. In contrast, the sentences "Lucy helps ezra) are active sentence. So the object of the active sentence becomes the subject of the passive sentence. In active voice the subject is the doer, while in the passive voice the subject receives the action. In addition only transitive verbs are used in the passive.

According to Choomthong (2011:21) passive voice is the grammatical construction of the noun working as the subject of a sentence: clause or verb is effected by the action of a verb. Thomson (1985:45)said that passive is formed by changing the verb into past participle from the active voice. According to Funck & Kolln (2012: 15) the formula of passive voice has three requirements such as: (1) tense, (2) auxiliary, (3) past participle form of the noun verb.

The use of passive voice in report Text, Report text is one type of text that describes some things in general. The details of explanation in this text are factual or scientific. Meanwhile passive voice is used when we want to emphasize the action (verb) and the object of the sentence rather than the subject. This means that the subject matter is less important when compared to the action itself of if we do not know who or what the subject is. And not all sentences in the report text the passive form. Because, basically report text always use simple present tense for passive voice formula, but in some conditions it can also change depending on what report text will be delivered to emphasizes certain actions to state the fact in question. And as the example of passive voice using simple present tense formula in report text.

In report text above, there is only one passive sentence formula, namely passive simple present tense while the passive voice in the text is 5 sentences containing in paragraph 2 and 3. The passive sentences in the text are:

1. The flower head is actually made of hundreds or thousands of tiny called florest;
2. The benefit to the plant is that is very easily seen by the insects and birds which pollinate it;
3. The sunflower is stated as flower of Kansas;
4. That is why Kansas is sometimes called the sunflower state;
5. In commercial planting seeds are planted 45 cm apart and 2.5 cm deep.

Incorrectness in the passive voice when writing report text some varies, but the most common one that is often encountered is incorrectness in using the passive voice formula. According to Funk & Kolln (2012:17), the formula of passive voice has three requirements: (1) tense, (2) auxiliary be, and (3) past participle from of the main verb, and this research focuses on identifying whether there is incorrectness made by eleventh grade students of

SMA Negeri 5 palangka raya when writing a report text, and classifying the incorrectness based on what types of incorrectness and what is the dominant incorrectness by using the formula of passive voice as the indicators of incorrectness.

METHOD

This chapter uses qualitative method as its' approach of conducting the research. It was about: research setting, subject, instruments, techniques of collecting data, and analysis of procedure, and trustworthiness or research validy.

This research used a qualitative based approach. This qualitative research is one of research method that describes the situation and the event and situation of the research. According to Sugiono (2004: 4) that this does not use statistic formula in analyzing the data, but only identify and classify data and give the description about the problem in narrative sentence, While Ary states (2010:29) that "qualitative researches seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data. It used data in the form of of narrative Text, without numeric data as in Quantitative approach.

Based on the purposes of this research, the research categories the types of incorrect passive voice text and the dominant incorrect passive voices, in report text that the students made when using passive voice to report text.

This research was conducted at eleventh grade of SMA Negeri 5 Students in Palangka Raya, Kec. Jekan raya, central Kalimantan,73112. The subject of the research was the eleventh grade students of SMA Negeri 5 Palangka Raya. The eleventh grade consists of a class of XI IPS-3. This class was chosen because of several reasons. This class was chosen because of several reasons. First, the objectives of research are hoped to be achieved by doing the research in the class. That is because the preliminary observation when the researcher did PPL-2 in SMA Negeri 5 PalangkaRaya indicated that students still have low understanding of passive voice and it must be developed. Secondly, the topic of this research has never been investigated before in this setting, so it is important to provide information about this topic and gave valuable significances to related parties in the future. Last, the place to conduct the research began with the process of writing proposal, then presented the proposal on the seminar and did the revision of the proposal. The next was to do the research and analyzing the data, then to make conclusions.

Then, in line with the instrument used in this case, Instrument is a device to collect the data. In this research a task was given to find out the problem of the students in writing report text by using passive voice. This task was given twice to get the reliable data. This research only focused on the incorrectness on passive voice in report text written by the students. The report text topic is about *orangutan*, and *Batang House*. The tasks were developed based on the two topics *orangutan* and *Batang House*.

In this research, the researcher developed two types of research instruments, i.e. writing task and questionnaire.

A. Writing Task

The writing tasks were given twice. The first task was conducted on January 2023. In this case, the students were asked to write a report text using passive voice with the topic of

orangutan. The second task was conducted on January too, 2023. The students were asked to write a report text using passive voice with the topic of *Batang house* on January, 2023, too. The students as participants in doing the writing task were presented on the table 3.1.

B. Questionnaire

The research used questionnaire to ask about students’ difficulties in using passive voice when writing report text. There were 10 items of the questionnaire. The questionnaire was given to students on the same day of the first task that was on January, 2023. It was done once before students did the tasks.

This research focused to find out and described the students’ problem when using passive voice to write report text. So that, the data needed in this research were report texts that using passive voice written by the eleventh grade students of SMA Negeri 5, Palangka Raya.

RESULT AND DISCUSSION

The researcher would like to present the description and results of the data attained in this research. The researcher obtained the data from students’ worksheets in writing the report text then the questionnaire.

The researcher took the data from XI-IPS-3 students of SMA Negeri 5, Palangka Raya for the data described in this research. The research has produced a lot of speech events (51). However, when the researcher gave first and second task, there were always some students who were absent. So, there were 24 students who did the first task, and there were 27 students who did the second task. The students’ participant in doing the writing task was presented on the following table:

After collecting the data, the researcher analyzed the students’ incorrectness on using passive voice in writing report text. The incorrectness were divided into three indicator such as, Tense of passive in report text, Auxiliary be in report text, and past participle form of the main verb of passive voice in report text. The description of this research result based on two task. There were 51 text obtained from the first and second tasks done by the students. The result of students’ incorrectness in passive voice formula can be seen on table 4.2 The data of students’ incorrectness in passive voice formula can be seen on table one.

Table 4.1 Description of result

Tasks	Present	Absent	Data obtained
Task 1	24 students	9 students	24 data
Task 2	27 students	6 students	27 data

Result

After collecting the data, the researcher analyzed the students’ incorrectness on using passive voice in writing report text. The incorrectness were divided into three indicators

such as Tense of passive voice in report text, auxiliary be passive voice in report text and past participle form of the main verb of passive voice in report text. The description of this research result is based on two tasks. There were 51 texts obtained from the first and second task done by the students. The result of students' incorrectness in passive voice formula can be seen on the table 4.2. The data of the student' incorrectness in passive voice formula can be seen on appendix 6 at the table 1.

Table 4.2 Result Of Students' Incorrectness In Passive Voice Formula

NO	TYPES	PROBLEM OCCURENCES	PERCENTAGE
1	TENSE	39	52 %
2	AUXILIARY BE	18	24%
3	Pastparticiple	18	24%
4	TOTAL DATA INCORECTNESS	75	100%

Based 51 texts obtained from the first and second tasks done by the students, there were found 44 incorrectsentences that students made. From 44 incorrectness the researcher divided into three indicators, in the first task, there were total 36 incorrectness, there were 19 incorrectness in tense, 10 incorrectness in auxiliary be and 7 incorrectness in past participle form. This what happened in the first event of this research.

For the second task there were total 39 incorrectness, there were 20 incorrectness in tense, 8 incorrectness in auxiliary be and 11 incorrectness in past participle form. There were total 75 incorrectness in passive voice formula (Tense, auxiliary be, and pas participle form) from the first and the second task can be seen on table 4.3 which are as follows. Look in the following table 4.3

Table 4.3 Result of data analysis on students' incorrectness

Task	Tense	Auxiliary	Past Participle	Total Incorrectness
Task 1	19	10	7	36
Task 2	20	8	11	39
Task 1 and 2	39 (52%)	18 (24%)	18 (24%)	75

5. Trustworthiness

In this research, the data trustworthiness checked, so potential biases about the data will be reduced (calabrese, 2012: 33). To check the trustworthiness, five key components of data trustworthiness are included. They are Credibility, Transferability, dependability, comfirmability and constructability.

5.1 Credibility

Credibility establishes whether the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the

participant' original view Anney, 2014: 34). The member checking method to ensure the credibility of this research will be used. According to Moleong (2016:333) member checking is a qualitative technique used to establish the tenet of credibility in trustworthiness. In doing member checking, a researcher shares either a brief summary of the findings or sharing the whole findings with the research participants. Therefore, in this researcher, the member-checking method was done by showing the whole findings on the analysis of the use of passive voice in the report text written by the students at eleventh grade of SMA Negeri 5 Palangka Raya.

5.2transferability

The degree to where the findings of a qualitative research can be applied to other settings called Transferability (Anney, 2014: 37). To establish transferability, in more detail about the type of incorrectness and the dominant incorrectness using passive voice when writing report text in class XI SMA Negeri 5 Palangka Raya. This study collected and analyzed data for each student and then the result. All researcher notified in the report, so that they can find out whether the result of the research at SMA Negeri 5 Palangka Raya demonstrated are applicable to similar situation in other places.

5.3 Dependability

Dependability means the consistency and reliability of the research findings and the degree to which research procedures are documented. To ensure dependability for a qualitative research, the process of research from collecting data, analyzing data, highlighting results and discussion, to drawing conclusion was reviewed by someone outside the research to follow, audit, and critique the research process. In this research process of writing the research report, the advisors will review the manuscript. Later, the research was presented in a seminar. That way, the dependability of research result, and conclusion will be established.

5.4 Confirmability

Confirmability is the criterion of trustworthiness which a qualitative researcher must ensure. Confirmability has to do with the level of confidence that the research result are based on the participants' narrative rather than potential researcher biases. To make the result confirmable, the researcher ensure to provide the well-documented pictures and video that reveal actual condition of the participants rather than potential researcher' interpretation only, the advisor get involed in checking the data and the teacher' interpretation about an analysis on the use of passive voice in the report text written by students at eleventh grade of SMA Negeri 5 Palangka Raya, so it is factual and not biased.

5.5 Constructability

Constructability is the goal to save lot of the owner time and money by uncovering the problems or potential problems which will be encountered during construction like error, omission, ambiguities and conflict. Any construction project (and any proposed contract change) will get benefit from a CR.

Among structural engineers the existing method used for assessing constructability was the visual review and inspection of drawing. However, at the same time building information modeling is replacing the use of 2 D CAD application in structural design.

A constructability review is a useful project management tool that allows a client to Think like a contractor throughout the design phase of a project. Looking at the buildability of a project, problem solving cost, and risk in design has numerous benefit, providing clarity for both onwners and contractor.

The 12 buildability principles are as follows: (1) integration, (2) construction of knowledge, (3) team skill, (4) corporate objective, (5) available resources, (6) External factor, (7) program, (8) construction method, (9) accessibility, (10)specification, (11) construction innovation (12) methodology.

In general, the constructability process should include the following acivities: (1) design team formation, (2) data gathering, (3) constraints recognition (4) evaluation of constraints, (5) Program development, (6) framing option evaluation,(7) preliminary design development, (8) Testing of option, (9) final design process, (10) bid package.

A constructability assessment is a document typically developed during pre-construction, though the report may also be completed independently as in the case of a client seeking a second opinion from a reputable builder. The report identifies – as the name suggest-- the ability to construct the project. Constructability is badly needed because the researcher made a pre-test and the post-test.

DISCUSSION

In this section, the researcher discussed the result of the research about the students' incorrectness in writing report text by using passive voice based on the passive voice formula. The research result showed some description of how students made incorrectness in passive voice formula in writing report text. There were found 44 incorrect sentences that students made, from 44 incorrect sentences the researcher were found 36 incorrectness in first task (19 in tense, 10 in auxiliary be, 7 in past participle form) and 39 incorrectness in second task (20 in tense, 8 in auxiliary be, and 11 in past participle form). And the total of incorrectness was 75 incorrect based on task 1 and task 2, based on 75 incorrectness. It divided into three indicators and the total ware added up 39 incorrectness in tenses, 18 incorrectness in auxiliaries be and 18 incorrectness in past participle from based on task 1 and task 2. The average of percentage incorrectness tense, auxiliaries be and past participle form was 52%, 24%, and 24%. It can be seen from the following explanation.

It means the percentage of the incorrectness passive voice formula in the text is tends to occur more intense than the auxiliary be and past participle form, and the 75 incorrectness passive voice formula, divided into 3 indicators. First, tense found 39 incorrectness then second, auxiliary be found 18 incorrectness, and last, past participle form found 18 incorrectness in auxiliary be. Students were confused in choosing the correct tense, auxiliary be and past participle form through passive voice. They were still confused to complete the sentence in order to make in perfect one.

1. Tense Incorrectness

As an example for students made incorrectness in tense with students code CH/B20/01 "Betang build using high quality of wood that called kayu Ulin or ironwood by Dayak people" in which they are made an incorrectness, because of the students used continuous tense which did not match with simple present tense that applied in report text. And another example with students code RA/B5/01 "The traditional house is inhabited by the Dayak community". Again, the students used continuous tense not the simple present tense.

2. Auxiliary Be Incorrectness

As an example for students made incorrectness in auxiliary be with students' code, MF/B3/01 "Rumah Betang or betang house was built high from the ground by Dayak people". The students interested auxiliary be from past tense in the sentence. Which is used in report text was simple present tense. And another example with students' code, AW/B15/01 "Betang haouse were inhabited by 100-150 people". Again, the students were which that from past tense and did not match to the report text that used of Simple present tense.

3. Past Participle Form Incorrectness

An example for students made incorrectness in past participle form with students' code such as: RA/B4/01 "The Traditional house is inhabited by the Dayak Community". The students used Verb-ing which is related to continuous tense, and did not match to the report text that use of simple present tense. And for another example with students' code MP/A10/01, "The orangutan has been decreased by hunting, again the students messy in the used past participle form.

The results of the questionnaires done by the students were not different from the result of the data analysis. According to the result of questionnaire, students have difficulties in writing report text using passive voice. And for the result of data analysis shows, it is true that students have difficulties in learning passive voice. And for the report text only taught in reading skill for students not the writing skill. For example and the most visible was on the 4th point of questionnaire which says "Apakah anda merasa passive voice di report text itu Sulit"? and half of students in the class sayed "Yes".

The students were not good in using passive voice formula. That means almost all students did not understand the use of passive voice in report text so that when they wrote report text there were still many incorrectness they made. It can be seen that the eleventh grade of SMA Negeri 5 Palangka Raya have problems in writing report text and learning passive voice. The students did not master the passive voice formula (tense, auxiliary be, and past participle form).

The result of the research was not much different from the previous research result, as mentioned on the point 2.2 that most students have problems in writing report text using passive voice formula. The research of Lafziful (2013, 15) and the research of Debi (2021:22) stated that students had significant problems in passive voice formula (Tense, Auxiliary be, and past participle form) on writing a text, especially the report text. In the result of present research conducted on report text, was the same that is the students had significant problems in using passive voice formula (tense, auxiliary be, and the past participle form) on writing report text.

4. Causal factors

The causal factor are many because, the formulas are complex for them then the teacher are seldom to teach them Passive voice formula in report text through passive voice formula. Students less understand the explanation of teachers since it was done conventional where teacher was not the center of activities of learning. The reason of this due to the teacher are less understand the problems. The teacher never made the research or class room action research to find out the problem of the students. Teacher never made a research on problem based learning. This formula should be done repeatedly until most students can understand to write a report text formula by using passive voice formula.

CONCLUSION

Based on the result of this research that has been described previously, the researcher concluded that the eleventh grade of SMA Negeri 5 Palangka Raya class XI-IPS -3 indeed have incorrectness in passive voice formula (tense, auxiliary be, and past participle Form). There were 39 (52%) incorrectness in tense, 18 (24%) incorrectness in auxiliary be, and 18 (24%) in past participle form, and the results can be seen before (on appendix 6 table 1). I can concluded that based on the analysis of data SMA Negeri 5 Palangka Raya still have problems on Passive Voice in Report Text. The students are requested to study harder in Passive Voice of Report text.

Thus, the researcher concluded that based on the data of the first and second tasks and the result of questionnaire, it showed that the eleventh grade students of SMA Negeri 5 Palangka Raya still have difficulties in writing report text using passive voice, and the dominant incorrectness is in using passive voice formula that applied in report text. They need to study more active and harder.

5. Suggestions

Based on conclusion of the result presented and the analysis in this research, there were some suggestions that the researcher would like to express:

1. It is For the Students

The students were the subject of teaching process. Writing is very helpful for them to develop their ability and capability in learning English. This can develop their skill in writing English. The students should develop and increase their motivation in learning English and develop their skill in writing especially in report text with known formula of language structures such as passive voice formula. This can be studied repeatedly in order to master it.

it is For the teacher

The teacher has an important role to develop students' competence in teaching and learning process. The result of this research reveals the students have many problems in writing report text and passive voice, so the teacher strongly suggest the English teacher to develop or improve their teaching methods in English Subject especially in writing not just only reading skill, because report text can be applied in any skill in English and make sure the students mastering passive voice, because passive voice one of important part in grammatical structure of English.

3. it is for other researcher

This research contains scientific information that consist of data taken from field of research and can be used as the significant based to develop knowledge. It is necessary for the next researcher to conduct a research as a resource of information and data with relatively similar topic as this one. The coming researcher can use the relevant data and theory of research.

REFERENCES

- [1] Alexander, L.G. 2003. Longman English Grammar. New York, Longman Publishing
- [2] Amara, N.(2015) Errors Correction in Foreign Language Teaching. The Online Journal of New Horizon in Education.
- [3] Allwright, Dick and Bailey, Kathleen M. (2000) Focus on The language Classroom. Cambridge: Cambridge University Press.
- [4] Amanda, R, Gani, S.A and Saharudin, R (2014). A Study of Error Analysis From Students' Sentences in Writing: Studies in English Language and Education.
- [5] Azar, B, (2002) Understanding and Using English Grammar, the third edition, New York: Pearson Education Center.
- [6] Brown, (2000). Principles of Language Learning and Teaching (4th ed). New York: Longman Press
- [7] Brown, H.D. (2007) Principles of Language Learning and Teaching. The US: Longman.
- [8] Cowan, R. (2008). The Teachers' Grammar of English: A course Book and Reference Guide: New York:Cambridge University Press.
- [9] Chomthong, D, (2011) A Case study of learning English Passive of the Thai EFL Learners: In Difficulties and Learning Strategies. The Asian Conference on Language Learning Official Proceeding.
- [10] Dulay, H, Burt. & Krashen, S (1982) Language Two. New York: Oxford University Press.
- [11] Dubovicine, T. (2017) Passive Voice as a means of Impersonal Presentation of Facts in English Quality Press. Zmogus ir Zodis, 2017, t, 19, nr 3, p. 38-47.
- [12] Debi, (2021). Students Performance , in using Passive Sentences in Academic Writing by Eight Semester of English Education Department at Muhammadiyah University in Makasar. An Article Skripsi, University of Makasar.
- [13] Ellis. (1989). Understanding Second Language Acquisition. Oxford: Oxford University Press.
- [14] Funk, R., & Kollin, M. (2012). Understanding English Grammar. US: Pearson Education
- [15] Handayani, (2011). Analisis Kesalahan dalam Penguasaan Gairaigo. Proposal Thesis, Magister UPI, Tidak diterbitkan
- [16] Husein, A.R. (2011). Improving Your English Structure. Solo. CV. Aneka Karya.
- [17] Harahap. (2004). Crisis Analysis of Fainancial Statement. Jakarta: Rajawali Press.
- [18] Hamied, (2017). Indonesian Journal of Functional Linguistics.
- [19] Komarudin, (2001). Management Encyclopedia, 5th Edition. Jakrta, Bumi Aksara.
- [20] Lafziaful. (2013). The use of Passive voice in Analytical Exposition Text, Witten by Senior High School Studens at Eleventh grade Natural Science class in SMAN I Nan Sabaris. Journal of English Language Teaching. Vol 2 No. 1, September 2013 Serie C.

-
- [21] Linda, Gerot and Peter M. Wignell. (1995). Making sense of Functional Grammar and introductory workbook. Sydney: Antipodean Educational Enterprise.
- [22] Pratiwi, N.I. (2022). An Error Analysis on Students' Use of Passive Voice, Article Skripsi, Universitas Islam Negeri Suska Riau.
- [23] Permatasari. (2019). An Analysis of Errors by the 11th Grade students in using Simple Past Passive at senior High School 3 Banko Pusako Rokan Hilir.
- [24] Peter Salim and Yenni Salim. (2002). Contemporary Indonesian Dictionary. Jakarta: Modern English Press.
- [25] Richards, J.C. and Schmidt, R. (2002). Dictionary of Language Teaching and Applied Linguistics. In Pearson Educational Limited. London: Longman.
- [26] Robert J. Schreier. (1991). Constructing Local Theologies. New York: Orbis Book.
- [27] Sompong, Monnipa. (2014). Error Analysis. The Journal of English Language.
- [28] Saputro. (2017). An Error Analysis on the Use of Passive Voice in Writing Report Text by Eleventh Grade Students of SMAN 1 Nganjuk. Article Skripsi Universitas Nusantara PGRI Kediri.
- [29] Tazari. (2019). An Error Analysis on Changing Active Voice into Passive Voice at Ninth Grade of SMP Amir Hamzah Medan, Jurnal Edu Tech Vol. 5 No. 2 September, 2019.
- [30] Thomson, A. J., & Martinet, A.V. (1985). A Practical English Grammar. London: Oxford University Press.