

**THE USE OF PASSIVE VOICE IN ANALYTICAL EXPOSITION TEXT  
WRITTEN BY SENIOR HIGH SCHOOL STUDENTS AT GRADE XI  
NATURAL SCIENCE CLASS IN SMAN 1 NAN SABARIS**

**A Thesis**

*Submitted as a Partial Fulfillment of the Requirements to Obtain the Strata One (S1) Degree*

*at English Department of FBS UNP*



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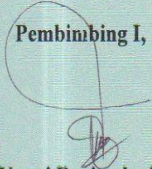
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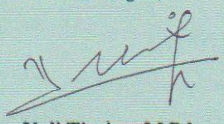
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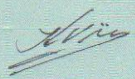
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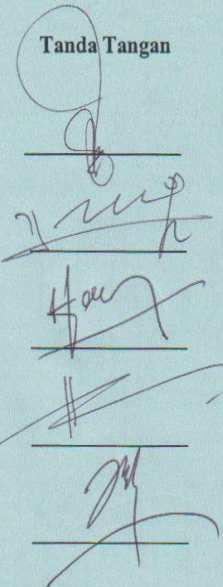
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## ABSTRAK

Hilmi, Lafziatul. 2013. "*The Use of Passive Voice in Analytical Exposition Text Written by Senior High School Student at Grade XI Natural Science Class in SMAN 1 Nan Sabaris*". Skripsi. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk melihat penggunaan kalimat pasif pada teks *analytical exposition*. Penelitian ini merupakan penelitian deskriptif dan subjek penelitian ini adalah siswa kelas XI IA di SMAN 1 Nan Sabaris. Data penelitian ini merupakan 133 lembar hasil mengarang siswa yang didapatkan melalui tes. Hasil penelitian ini menunjukkan beberapa hal. Pertama, hasil perbandingan antara kalimat pasif dan kalimat aktif yang ditulis oleh siswa yaitu berkisar 1:4. Kedua, hasil perbandingan kalimat pasif yang salah dengan kalimat pasif yang benar yaitu berkisar 5:9. Terakhir, hasil analisis kalimat pasif yang salah menunjukkan bahwa kesalahan yang paling banyak ditemukan yaitu 36,25% pada penggunaan bentuk ketiga kata kerja (*past participle form of verb*), 28,75% pada penggunaan *auxiliary be*, dan 21,25% pada kalimat yang berpola kalimat pasif namun seharusnya merupakan kalimat aktif. Oleh karena itu, dari hasil analisis tersebut dapat disimpulkan bahwa teks *analytical exposition* yang ditulis siswa tersebut belum baik karena teks *analytical exposition* yang baik seharusnya menggunakan lebih banyak kalimat pasif dan memiliki struktur kalimat yang benar.

**Kata kunci :** *Passive Voice, Analytical Exposition Text, Passive sentence, Active Sentence*

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Writing is a process to express the idea in mind into written form of a text. Writing is also related to other skills such as listening, speaking and reading because they will help to gather the information that will be useful in writing process. In Senior High Schools in Indonesia, writing is taught in English subject. This lesson is important for students because they will learn how to write and have ability in composing their ideas into a text.

In school-based curriculum (KTSP) for senior high school students, the achievement of English subject is students will reach the informational phase. It means that students are expected to be able to access the knowledge by using language skill in order to prepare the students to be college students. KTSP also requires students to have the ability to understand and write many kinds of short functional texts and monologue texts (KTSP 2006).

In learning monolog texts, the students are taught many kinds of text types to enrich their knowledge about different purpose of text types. From these texts, the students will know the functions, the generic structures and the lexicogrammatical features that are used in the text. The texts taught in senior high school are narrative, recount, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion and review texts. These types of text have their own function, generic structure

and lexicogrammatical features. Each text is different from others so that they can meet the need all of the social needs.

Therefore, before doing writing students need to comprehend these three elements that are involved in the text. The first one is social function. Social function shows the aim or the purpose of the text to the reader. Then, it includes the generic structure of the text. Generic structure is a schematic structure that the stages to construct the text are described. Finally the genre of a text has its lexicogrammatical features. Lexicogrammatical features are used to explain in a general way how the phenomena of real world are presented.

Related to types of text which are taught in senior high school, an exposition text is one of academic writing that is learnt by students. An exposition texts can be divided into two; analytical exposition and hortatory exposition texts. These two types of texts have the same lexicogrammatical feature; that is the use of passive voice. In these two types of texts, the passive sentences frequently occur. Based on the curriculum, both of passive voice and analytical exposition texts lesson are taught in the same time in the first semester. Thus, students who have learnt about passive voice can comprehend their ability in mastering passive voice in writing this text

After doing an observation in SMAN 1 Nan Sabaris, it is found that the greatest problem faced by students is about grammar. Nowadays grammar is taught through the text that is called lexicogrammatical features. The students learn grammar and vocabulary based on the text they learn. Thus, the students get more difficulties in understanding the grammar itself. There are many

grammar aspects which are taught to students. One of them is passive voice. The students tend to get difficulties in writing passive voice because of its structure and they are rarely to include the passive voice when writing a text.

Klammer et.al. (2000:245) state that passive voice is difficult to understand by students because the sentences constructions are not in their customary position and the focus of sentences are changed. It can be seen from students' result after learning passive voice. Most students get lower grade in creating passive sentences. In fact, they are able to write passive sentences but they tend to miss the component that construct passive sentences such as the use of verb auxiliary, modal auxiliary, past participial form of verb or tenses. Sometimes, when students try to write passive sentences, they write the passive sentence inappropriately because the actor is the main focus to discuss not the action.

Furthermore, students hardly use passive sentences in their writing. They tend to use active sentences in elaborating their paragraph. However, about one third of all verbs in scientific writing occur in passive voice (Master, 2004:51). It is aimed to avoid the writers to use personal pronoun in their writing and to emphasize that what was the action is more important than who did the action. So, to keep the writer writes subjective writing text, using passive voice is a useful way to do.

Since the passive voice is one of the important aspects in analytical exposition text, it is quite necessary to see the use of passive voice in analytical exposition text. This research is conducted to analyze the

occurrences and the accuracy of passive voice that is written by students in analytical exposition text they write.

## **B. Identification of the Problem**

There are several problems that can be identified from the background above. First, grammar is still one of difficult lesson for students. Nowadays, grammar is not taught separately, but it is taught through the text that known as lexicogrammatical. This also makes students become hard to understand the grammar itself. Second, students are difficult to understand passive voice. Students still do mistakes in creating and constructing the passive sentences. Finally, students rarely use passive voice in analytical exposition text. In fact, the students have to include the passive voice in writing analytical exposition text.

## **C. Limitation of the Problem**

Based on the identification of the problem above, this research is limited to the use of passive voice in analytical exposition text that is written by students in SMAN 1 Nan Sabaris.

## **D. Formulation of the Problem**

Based on the limitation of the problem, the research is formulated into following question: how is the use of passive voice in analytical exposition text written by students in SMAN 1 Nan Sabaris?



**E. Research Questions**

The research questions for this research are:

1. What is the ratio between active and passive sentences made by students in writing analytical exposition text?
2. What is the ratio between correct and incorrect passive sentences made by students in writing analytical exposition text?
3. What is the taxonomy of incorrect passive sentences made by students in writing analytical exposition text?

**F. Purposes of the Research**

Purposes of this research are:

1. To see the ratio between active and passive sentences made by students in writing analytical exposition text.
2. To see the ratio between correct and incorrect passive sentences made by students in writing analytical exposition text.
3. To see the taxonomy of incorrect passive sentences made by student in writing analytical exposition text.

**G. Significance of the Research**

It is hoped that the result of this research gives contribution to the readers. This research is expected to give useful information about students' ability in understanding and using the passive voice. Hopefully, this research

will help students in knowing their ability in mastering passive voice and they can learn to fix the weakness they get in passive voice.

#### **H. Definition of Key Terms**

1. Passive voice is the sentence construction where the action affects the subject.
2. Writing is a process to express the idea in mind into the written form of a text.
3. Analytical exposition text is a type of text to persuade the reader or listener that something is the case.
4. Natural science class is the class which focuses to study all natural science lessons.