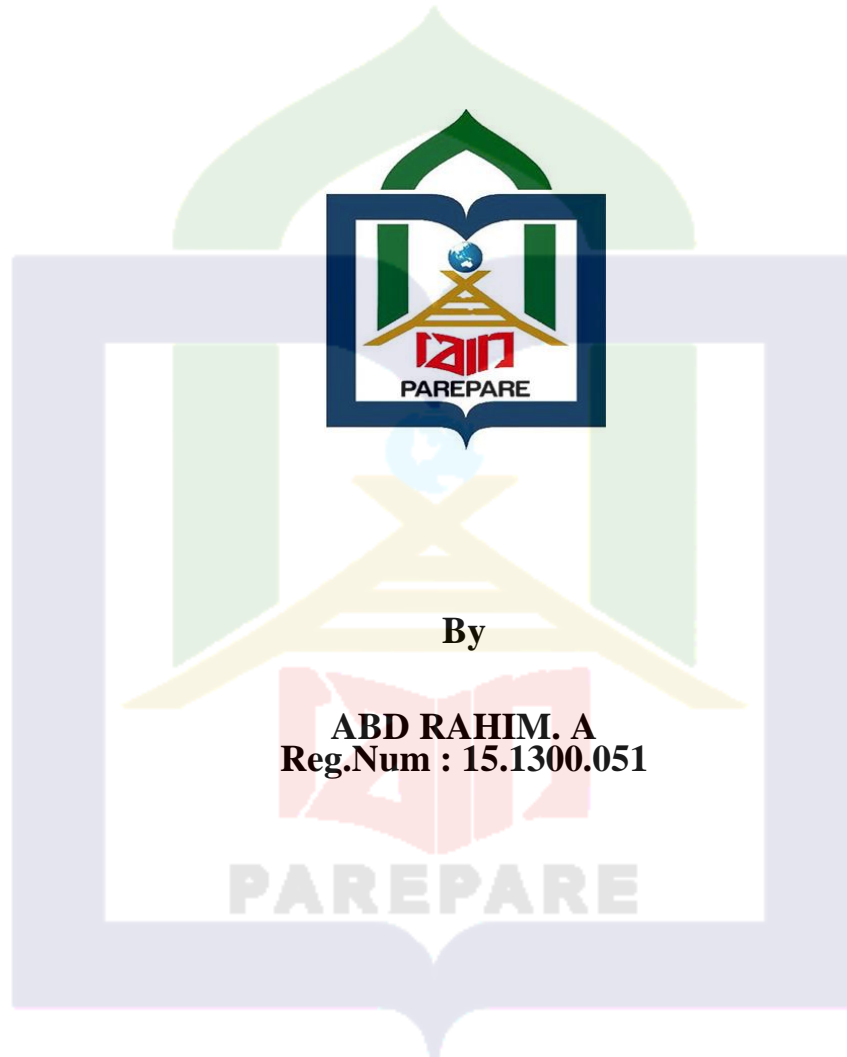


**THE STUDENTS' ABILITY IN CHANGING ACTIVE VOICE
INTO PASSIVE VOICE BY USING AUXILIAR VERB AT
THE SECOND GRADE OF MTs DD KANANG
KABUPATEN POLEWALI MANDAR**



By

**ABD RAHIM. A
Reg.Num : 15.1300.051**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC UNSTITUTE
PAREPARE**

2021

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**Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial fulfillment of the requirements for the degree of
sarja pendidikan (S.Pd.)**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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Skripsi

**As Partial Fullfillment of the Requirements For the Degree
Of Sarjana Pendidikan (S.Pd)**

English Program

Submitted by

**ABD. RAHIM. A
Reg. Nim. 15.1300.051**

To

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE SLAMIC UNSTITUTE
PAREPARE**

2021

APPROVAL OF CONSULTANT CAMMISSIONS


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The Title of Skripsi : The Student's Ability In Changing
Active Voice Into Passive Voice By Auxiliary
Verb At The Second Grade Of Mts Ddi
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Thirdly salawat and salam for our prophet muhammad saw who given us to be better direction life same as enjoy right now, because our prophet saw we are peacefull in our life and we can know our god because muhammad saw.

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- Finally, the writer convey that reader is willing to give suggestion for perfection of this skripsi.

Pare-pare july 05th 2021
The writer



ABD. RAHIM. A
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DECLARATION OF THE AUTHENTICITY OR THE SKRIPSI

The Writer Who Signed the Declaration Below:

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Students reg. Number : 15. 1300.051
Place and birth : Passembarang December 31th 1997
Study Program : English program
Department : Education
The Title of the Skripsi : THE STUDENT'S ABILITY IN CHANGING
ACTIVE VOICE INTO PASSIVE VOICE BY
AUXILIARY VERB AT THE SECOND GRADE
OF MTS DDI KANANG KABUPATEN POLEWALI
MANDAR.

State this skripsi was his own writing and it can be proved that it was not copied, duplicated, and compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Pare-pare July 05th 2021
The writer



ABD. RAHIM. A
NIM. 15.1300.051

ABSTRACK

ABD. RAHIM. A, The students' ability in changing active voice into passive voice at the second grade MTs DDI Kanang kabupaten polewali mandar. (Supervised by Drs. Abd Rauf Ibrahim, M. SI and Dr. Ismail Latief, M.M)

The object of the research is to describe students' ability in changing active voice into passive passive voice, whether the second class MTs DDI Kanang are to able changing active voice into passive voice at period 2021.

The method that used in this research is descriptive. The strument that, the writer in used is test which consists 25 of the sentence. The test in used to know that students' ability to changing active voice into passive voice. The population and sample was the second class MTs DDI Kanang. They were 46 students. Tthe technique of sampling was total sampling. The data analyzed by using scoring every student, mean score analyzed and classification.

The result of the data analyzed to research that the students, achevment to changing active voice into passive voice is good and the mean score is 94 this indicated that the hypothesis is not accepted. Students second grade MTs DDI Kanang at period 2021` are able to changing active voice into passive voice. From the data analyzed above, the ability of the students are showed and the porpuse of the resesarch is researched.

Keywords: ability, active voice, and passive voice

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CHAPTER I

INTRODUCTION

A. Background

In learning English there are four of skill languages that have to be learn integarated, they are listening, speaking, writing, and reading. To be master of English we have to know four it well. But student must learn components of the four skills, such as vocabulary, structure/gammar, pronunciation etc. In short, students need to learn all language skill and competents.

Grammar is one of importance competent aspect to learn in English because it is one of potential part of language. Through grammar and structure, the students can increase their ability in English. If students have knowledge of grammar/structure, they have potential/easy in writing.

Grammar was very important in English, an English student was not being able to write or make a sentence well without knowing the grammar, so that is why, Indonesian's education must understand about teaching grammar well and also students must understand well about grammar because without grammar it is very imposible to be able to pass in examination if they do not understan about the grammar.

In English, there were two special forms for verb called voiced. They were active and passive. Active voice is a type of sentence that indicates the subject is the patient or recipient of the action denoted by the verb. Action voice and passive voice can be be used in any number of tenses.

One of way which can make the students be easy to understand English grammar is applying function of tenses. Function of tenses is a good way in teaching English grammar especially in tenses because it is the key to make easy to understand tenses.

For many years ago, english has been the most important foreign language in the Indonesia, which is taught from elementary school to university however, in senior high school, English is taught as main subject in which the goverment has changed the curriculum into based on competence 2004 according to departement pendidikan nasional.

“The competence-basing language curriculum is a systematic draft and strategy which build the communicative competence of contextul. It means that builds all the basic of competences themselves. They are like linguistic competence. Social culture and strategies to make the benefit contex”

From statemet above, it is clear curriculum based based of on competence 2004 tries to develop and achieve the communicative competence or discourse competence and has perspective that is comprehensive to the disourse.

In MTs DDI Kanang many students learn English for a long times, but most of them make a mistake in using passive voice and active passive voice. It cuold be seen when they constracted word became a sentence as well as expected they still got many mistakes both in oral production and in written form.

Students were very useful ways of showing what they have and have not learn. Reported today errors are viewed as an integral part of the language-learning process which we can gain very significant insight.

Many students who learn English for a long time. But most of them make a mistakes in using active voice and passive voice it could be seen when they constracted words become a sentence as well expect, they still got many mistakes both in oral production and in written form.

Students' ability is very useful ways of showing what they have and have not learned. Reported today errors are viewed as an integral part of the language-learning process which we can gain very significant insight.

In relation with the beckground above. The research is interesting in conducting a research on "The students' ability in changing active voice into passive voice by auxiliary verb of MTs DDI kanang kabupaten polewali mandar"

B. Research question

Based on background above, the researcher was motivated to carry out the research on problem statement as bellow:

1. How is the students' ability in changing active voice into passive voice by auxialiary verb at the second grade of MTs DDI Kanang kabupaten polewali mandar ?

C. The Objective of the Research

In relation to the problem statement above, the research stated the objective of the research as follow:

1. To find out the students' ability of the second grade MTs DDI Kanang in changing active voice into passive voice by auxiliary verb.

D. Significance of the Research

It is expected that the finding of the research be useful information for the reader, and specially to the english teachers of the second years of MTs DDI Kanang to make quality of the teaching and learning process of english, particularly active voice and passive voice. It is hoped this research able to motivate the writer as well as the reader to do investigate research on both active voice and passive voice application of to teach in second of foreign language more be good then before.



CHAPTER II

REVIEW OF RELATED LITERATUR

A. Previous Of Related Findings

1. Nurfadilla state in her researcher had conducted the research on mastery of active voice and passive voice by the third grade in smp negeri 1 mamuju, found that using mastery the active voice and active voice was still low, their men score only 4,2 and it is classified as poor and her method is nat effective.¹
2. Muhammad Aswad in this research conluded the error analyzing in uusing passive voice as the end of thysis research, the writer would like to give conclusion that the date analysis shows that based on the qualitative analysis, generally active and passive voice at the second year of SMA1 sendana in the academic year 2011/2012 were first, error in fast participle, missing word, error in adverb of place.²
3. nurhijrah in her research concluded that the student's ability in analysing active and passive voice it was proved by the mean score of the third test (75) was higher than the mean score on first (54) and ssecond (66) test.this means that the result of the third testis better than the result of the first and the second test.¹

¹ Nurfadillah. *Teaching active voice and passive voice to the year students of SMP Negeri 1 Mamuju*, unpublished Thesis. Makassar:FBS UNM.2007.P.5.

² Muhammad aswad. *Error analyzing in using passive voice a case study at the second year of SMAN Sendan*, Unpublishe. ParePare:2012.P.47.

³ Nurhijrah. *The Student's Ability In Anglicizing Active And Passive Voice At The Year Student Of MTs Daru Huda Wal Ihsan Guppi Mapillikab*. Polman, unpublished thesis. parepare: STAIN.2012.P.40

B. Some pertinent ideas

1. Definition Of Active Voice And Passive Voice

a. Definition of passive voice

Passive voice is use when the focus is on the action. Who or what is performing the action is not important or not known. “ in passive voice, the subject receives the action expressed in the verb, the subject is acted upon. The agent performing the action may appear in a “by the....” phrase or may omitted “ by viewing this statement, the writer can draw a conclusion that the passive voice is a grammatical voice in the which the subject receives the action of a transitive verb, and passive refers more generally to verbs.

The passive voice in English is used to form passive voice structures, when there is a need to put message focus on the action described by predicate. In the passive voice the subject receives, the action with the use of a passive verb the passive voice consists of auxiliary verb plus the past participle of the transitive verb. The auxiliary verb usually is a form of the verb to be, but other auxiliary verb, such as a get or become are sometime used. English passive voice is periphrastic, that is does not have a one-word form.

Voice in the context a form of verb that indicates whether the subject does thing or the thing has been done by subject so in English grammar voice are divided into to types there are active voice and passive voice.

Passive voice is a sentence which it's subject does action or work and in an english grammar ways using by.

In the assertion of an action it would be natural to suppose that instead of always representing the subject as acting upon some person or thing, it's must often happen that the subject is spoken of as acted upon; in the person or thing acting may not be expressed in the sentence: for example infractions of love and equity in our social relation are speedily punished. They are punished by fear-emerson.

Here the subject infraction does nothing: it represents the object toward which the action of are punished is directed yet, is the subject of the some verb. In the first sentence the agent is not expressed in the second fears is the agent of the some action

So that in this case instead of having the agent and subject the some word, we have the object and subject to some word and the agent may be omitted from the statement of the action. Passive is from latin word patria, meaning to endure or suffer; but in ordinary grammatical use passive means receiving an action

It seems that the five grammarians have definition about passive voice. It possible that every grammarians has his own definition about passive voice. Their definition are not similar, basically their meaning are the same.

Direction: That the subject is doing the verb's action.

Example:

My mother must have eaten the banana

The subject (my mother) is doing the (eating) verb action

The Cat stolen the fish

The cat (subject) is doing the stoling (verb)

The monkey climbed the mango tree

The subject (monkey) is the climbing (verb)

We look at a linguistic device that is different from the other we have explored thus far. It is grammatical feature of voice, which pertains to who or what serves as the subject in a clause. You are well acquainted with the active voice because it is the one we have been investigating to this point. In the active voice the subject of a clause is most often the agent, or doer, of some action.

Darwin studied fauna of the Galapagos islands

At other times, speaker/writer of English will have reason to put the receiver or undergoer of the action into subject position. One way to do is to use the passive voice.

The fauna of the Galapagos island was studied by Darwin

As Langacker (1987) has pointed out, the difference between active and passive is a focal adjustment analogous to the difference between:

The cat is under the blanket

The blanket is over the blanket

b. The Passive With Tense and Aspect

What we have illustrated so far is the simple passive. It is also possible for the passive voice to interact with other elements in the auxiliary. For illustrative purposes here are a few of the combinations that exist:

- With modals:

Diamonds can be mined in South Africa

- With simple present

Diamonds are mined in south africa

- With simple perfect:

Diamonds have been mined in south africa

- With simple progressive:

Diamonds are being mined in south africa

- With simple past:

Diamonds were mined in south africa

- With pas past

Diamonds were being mined in south africa

- With be going to for future:

Diamond going to be mined in botswana

The perfect progressive forms of the *be-passive* are possible for some speaker of north american english, but rare, since the two *be-verb* in a row make the combination difficult to process.

c. Passive Only

The passive is more limited the active voice in that only transitive verb may be in the passive in fact, some passive sentences in english have no active voice countetpart,such as :

Mehdi was born in tehran

His mother bore mehdi in Tehran

d. The Meaning of The Passive

The passive can be said to have grammatical meaning rather than a lexical one. It is a focus contraction that exists to put the patient, i.e., the receiver or undergoer of an action, in subject position. The is acted upon and is thus “ passive.” indeed, shibatani (1985) has shown that the passive “ the defocuses” the agent. No matter when it is used or what its form, then, it always have this core meaning. However, there are issues related to this core meaning about which ESL/EFL student need to know. In the remainder of this chapter we address these.

2. Meaning Difference Between Active And Passive

At other times, both active and passive voice can be used, but there is a difference meaning. This is especially true when numerals or quantifiers are used and in generic statements:

Everyone in the room speaks two languages: (i.e.any two language per person)

Two language are spoken by everyone in the room (i.e. two specific languages that everyone speaks) (chomsky 1968)

Few people read many books. (i.e. there are few people in this world who read lots of books.)

Many books are read by few people. (i.e. there are many books that are read by few people) (lakoff 1968)

Mole dig tunnels. (a true statement about all moles)

Tunnels are dug by moles. (this is not true. Not all tunnels are dug by moles.)

Function of passive:

We use a passive verb to say what happens the subject

a. Definition of Active Voice

Active voice is used when we want to say that the subject: I, they, we, he, she, you, it, and action is **The Doer** of the action. s+v3+o.by me.

In active sentence, subject is doing something it is called active and to accept action it is called passive. A transitive verb is in either the active or passive voice. (an intransitive verb does not have voice. When the subject acts, the verb is active. In most sentences the actor is more important than receiver.

In here people, animal, or thing to do something it is can saying active voice² function of active: we use an active to say what the subject does/do

b. Requirement of Passive Voice

Error! Bookmark not defined.Steps making passive voice

- 1) Identification subject, verb, Object, and adverb
- 2) Object from active sentence to be subject of passive sentence
- 3) Using *By + agent* (subject to sentence active
- 4) Verb of passive sentence must v3 and then by *to be*
- 5) Subject of active sentence move on to position after *by*

¹Drs. akhmad kardimin, M. Hum. english grammar tata bahasa Inggris. First published 2003, Yogyakarta. P.43.

Raymond murphy, english grammar in use. Second edition. 1994. the press syndicate of the university of cambridge. p.82.


Ahmad fanani. *Hafal Ala Native Speaker*. first edition. (jakarta PT. Bumi. 2012), p.175.

Watkins dillingham hiers. *Practical English Handbook. The eleventh edition*. 2001. wadworth. cengage. p.129.

How to change an active sentence to be a passive sentence to change an active sentence, there are step by step to do first as follows:

the receiver is move to the beginning of the sentence and so it becomes the subject.

Tory wrote a book

A book 

The actor is move to the end of the sentence and by adds to it.

Tory wrote a book

A book  by tory

3. Transitive and intransitive verb

Transitive verb is the verbs requires an object complete it. The term transitive comes from the notion that a person (represented by the subject the sentence) performs an action that affects some person or things. An action expressed by a verb may pass over from a subject to an object. For example, in the sentence “I eat bread” the action of “eating” is not confined to the doer only, but goes over from I the bread. When the action is expressed by the verb goes from a subject to an object.

If a main verb does not require another element to complete it. The verb intransive. The action do not go beyond the persons or object performing them. For example: the child cried; a leaf fell, these verbs have no object. The are intransitive.³

The active verb is changed into passive verb phrase. The passive verb phrase is formed with the past participle and some form of the verb be.

³ Sidney greenbaum and gerald nelson. An introduction to english grammar (london:pearson education limited. 2002).p..26

Tory wrote a book (active)

A book is written by tory passive

The form passive (BE + V3) as follows:

Present continuous

(v1)	(be+ v.ing)	(be + v3)
⏟	⏟	
Be (are, is, am)	+being+	v ₃

So sentencely:

Be (are, is, am) +being +v₃

+ s+am, is, are +being+v₃+by+agent

-s+am, is, are+not+being+v₃+by+agent

? am, is, are+s+being+v₃+by+agent ?

e.g.

+Money is being stolen by thief

- Money is not being stolen by thief

is Money being stolen by thief ?

past continuous +passive

(v2)	(be+ v.ing)	(be + V ₃)
⏟	⏟	
Be(am, is, are)	+being	V ₃

was/were+being+v₃

sentencely:

+ s+was/were+ being+v₃+by+agent

-s+was/were+not+ being+v₃+by+agent

?was/were+s+ being+ v₃+by+agent ?

e.g.

+I was being scolded by mom yesterday

-I was not being scolded by mom yesterday

was I being scolded by mom yesterday ?

Simple Present + Passive

(-)	(V1)	(Be + V ₃)
	Be (am/is/are)+V ₃	

So sentencely :

+S + am/is/are + V₃+ by + Agent

-S + am/is/are + Not + V₃ + by + Agent

?am/is/are + S + V₃ + by +Agent ?

e.g:

+The cake is eaten by Zuhk

- The cake is not eaten by Zuhk

Is the cake eaten by Zuhk ?

Simple past+passive

(-) (v2) BE+ V ₃)
Be(was/were)+ V ₃

So sentencely:

+ s was/were+v+by+agent

- was/were+not+v+by+agent

? was/were+s+v+by+agent ?

e.g:

+ The books were read by achink

- The books were not read by achink

?Were the books read by achink ?

SIMPLE FUTURE + PASSIVE

(-) (Will+V1) (Be + V3)
Will + Be + V3

So sentencely:

+S + Will + be + V3 + by + Agent

- S + Will + Not + be + V3 + by + Agent

?Will + S + be + V3 + by + Agent ?

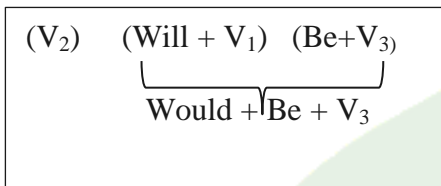
e.g:

+The flowers will be watered by me

-The flowers will not be watered by me

Will the flowers be watered by me ?

PAST FUTURE + PASSIVE



So sentencely:

+S + Would + Be + V₃ + By + Agent

-S + Would + Not + Be + V₃ + By + Agent

?Would + S + Be + V₃ + By + Agent?

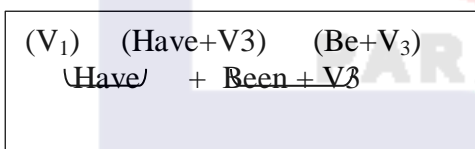
e.g:

Doraemon would be watched by Ical.

Doraemon would not be watched by Ical.

Would doraemon be watched by Ical?

PRESENT PERFECT + PASSIVE



So sentencely:

+S + have/has + been + V₃ + by + Agent

-S + have/has + not + been + V₃ + by + Agent

?have/has + S + been + V₃ + by + Agent?

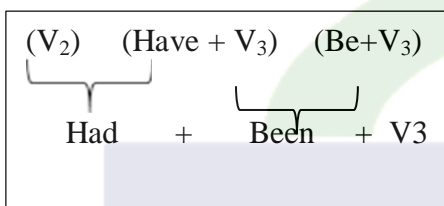
eg:

+The door has been knocked by Aco

-The door has not been knocked by Aco

Has the door been knocked by Aco?

Past Perfect + Passive



So sentencely:

+S + Had + Been + V₃ + By + Agent

-S + Had + Not + Been + V₃ + By + Agent

?Had + S + Been + V₃ + By + Agent?

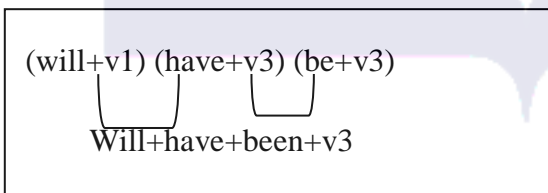
e.g:

+The paper had been typed by Ila

-The paper had not been typed by Ila

Had the paper been typed by Ila ?

Future Perfect+Passive



+s+will+Have+been+v3+by+agent

- s+will+not+Have+been+v3+by+agent

?+will+ s +Have+been+v3+by+agent ?

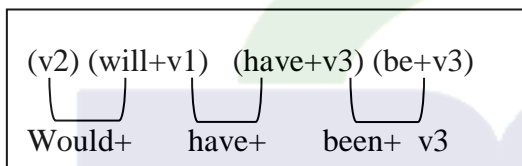
e.g.

+The meeting will have been attended by Achink

-The meeting will not have been attended by Achink

Will the meeting have been attended by Achink ?

Past future perfect+passive



So sentencely:

+s+would+have+been+v3+by+agent

- s+would+not+have+been+v3+by+agent

? would s +have+been+v3+by+agent ?

e.g.

+My car would have been driven by Achink

-My car would not have been driven by Achink

Would my car have been driven by Achink ?

Can Not Become Passive

- Nominal sentence → verb is become point of sentence (ordinary verb) such as 'be'
- Transitive verb → verb not needed object
- Certain transitive verbs

- Fit : cocok/mencocokkan

e.g. my shoes don't fit me. (~~I am not fitted by my shoes~~)

- Have: mempunyai/memiliki

e.g. they have a nice house. (~~a nice house has by them~~)

- Lack : kekurangan

e.g. your mother lack tacks. (~~tacks is lacked by your mother~~)

- Resemble : mirip

e.g. sylvia resembles a greek goddess. (~~a greek goddess is resembled by sylvia~~)

- Suit : cocok dengan/menyesuaikan

e.g. he suit his speech to audience. (~~his speech was suited by him to audience~~)

note: verb 'have' in a structure can not become passive but in a meaning can become passive by requirement using verb's synonym such as belong to possess or own.

Example such as sentence below:

- A nice house belong to them
- A nice house is possessed by them
- A nice house is owned by them

- a. This sweater was made by my aunt. The " phrase" is used in the passive sentence when it is important to know who perform an action. In (a): by my aunt is important

- b. That sweater was made in Korea. (by someone) Usually there is no "by phrase" in a passive sentence. The passive is used when it is not known or not important to know exactly who performs an action. In (b) the exact person (or people) who made the sweater is not known and is not important to know, so
- c. Spanish is spoken in Colombia. (by people)
- d. That house was built in 1940. (by someone)
- e. Rice is grown in many countries. (by people) there is no "by-phrase" in the passive sentence⁴

Using "FRASA-BY"

4. Theory of auxiliary

a. Definition Of Auxiliary

Introduction to primary auxiliary verbs: to be, to do, and to have. Second auxiliary verbs: can, could, may, might, must, ought, shall, should, will, would. The all auxiliary verb is are to be (am, is, are, was, and were), to have, to do, can, could, may, might, must, ought, shall, should, will, would, (to) dare, need and use to. An auxiliary verb occurs with a main verb that is in the form of a infinitive or a participle.

b. Kind Of Auxiliary

- 1) Formal auxiliary of verbs is auxiliary verbs who not have meaning of character original and distinct. Meaning of auxiliary verbs mention to called distinct after combined with followed other elements form structure it. The auxiliary verbs are be, have, do, used to, need, and dare.

⁴ Betty Schramper Azar. 1992. *fundamentals of english grammar*. second edition. prentice-hall. binarupa aksara jakarta. p.2

2) Notional auxiliary verbs is kind of auxiliary verbs have 1 meaning special and distinct orgina. Without elements others. Most of notional auxiliary verbs have plural meaning. Kind of notional auxiliary verbs are: can, may, must, shall, will, and ought to

3) Auxiliary verbs: have (auxiliry of tense, modality) have form (present tense) has had (past tense) have (infinitive) to have, having, had (past participle)

c. Function Of Auxiliary

Will=future time-be going to

Can=ability-be able to

May=permission-be permitted to, have permission to

Might=possibility-it possible that

Should=obligation, desirability-ought to

Must=inference,conclusion, probability,- I conclude that

necessity-have to the most important function of auxiliaries, or special finites, is their use in short anwers and responses. Example; are you fond of fish? I'm not, yes, I am. Do you like fish? No I don't. Yes I do.⁵

Can, could, and (be) able to

- a. We use can to say that something is possible or that somebody has the ability to do something, we use can + infinitive (can do/can see etc.) example:

⁵ W. Stannard Allen. 1974. *Living english structure*. Fifth edition. Longman group limited.london. p.47

- We can see the lake from our bedroom window.
- can you speak any foreign language?
- I can come and see you tomorrow if you like?

The negative can't=cannot

- I'm afraid I can't come to the party on Friday

b. (be) able to... is possible instead of can is more usual:

- Are you able to speak any foreign languages ?

But can has only two forms can (present) and could (past). Something it is necessary to use (be) able to...compare:

- I can't sleep.

But I haven't been able to sleep recently

- Tom can come tomorrow. (can not present perfect)

But Tom might be able to come tomorrow. (can has no infinitive)

c. Could and was able to..

Sometimes could is past of can. We use could is especially with:

See hear smell taste feel remember understand

- When we went into the house, we could smell burning
- She spoke in a very low voice, but I could understand what she said.

We also use could to say that somebody had general ability or permission to do something:

- My grandfather could speak five languages
- We were completely free. We could do what we want. We were allowed to do...)

We use could for general ability. But if we are talking about what happened in a particular situation, we use was/were able to...or manage to .. (not could):

- The fire spread through the building quickly but everybody was able to escape. Or everybody managed to escape. (but not could escape persuade')
- They didn't want to come with us at first but we managed to persuade them. Or we were able to persuade them. (not could persuade')

Compare:

- Jack was an excellent tennis player. He could beat anybody. (=he had the general) ability to beat anybody.

But

- Jack and Alf had a game of tennis yesterday. Alf played very well but in the end Jack managed to beat him....was able to beat him. (he managed to beat him in this particular game)

The negative couldn't is possible in all situations:

- My grandfather couldn't swim.
- We tried hard but we couldn't persuade them to join us.

- Alf played well but he could beat Jack.

Could (do) and could have (done)

1. We use could in a number of ways. Sometimes could is the past of can (see unit 26c):

- Listen. I can hear something (now)
- I listened. I could hear something (past)

But could is not only used in this way. We also use could to talk about possible actions now or in the future (especially to make a suggestion)

- A. What shall we do this evening?
- B. We could go to cinema
- It is a nice day. We could go for a walk.
- When you go to New York next month, you could stay with Barbara.
- A. If you need money, why don't you ask Karen?
- B. Yes I suppose I could.

Can is also possible in these sentences (we can go for a walk. Etc.) could is less sure than can. You must use could (not 'can') when you don't really mean what you say.

Example:

- I'm so angry with him. I could kill him! (no I can kill him)

b. we also use could to say that something is possible now or in the future

- The phone is ringing. I could be tim.
- I don't know when they will be here. They could arrive at any time..

Can ic not possible in these example: (not it can be tim).

In these sentence could is similar to might

- The phone is ringing. It might be tim.

c. Compare could (do) and could have (done)

- I'm so tired. I could sleep for a week (now)
- I was so tired. I could slept for a week. (past)

Most often, we use could have (done) for thing which were possible but didn't happen.

- Why did you stay at a hotel when you went to New York? You could have stayed with barbara. (you had the oppotunity to stay with her but you didn't)
- Jack fell off a ladder yesterday but he's all right. He's lucky-he could have hard himcelf badly. (but he didn't hurt himself)
- The situation was bad but it could have been worse.

d.sometimes could means would be able to...?:

- We could go away if we have enough money (= we would be able to go away)
- I don't know how you work so hard. I couldn't do it.

Could have (done) = would have been able to (do)

- Why didn't Liz apply for the job? She could have got it.
- We could have gone away if we did had enough money.
- The trip was cancelled last week. Paul couldn't have gone anyway because he was ill. (=he wouldn't have been able to go)
- You did very well to pass the exam. I am sure I could not have passed it. (= I would not have been able to pass it if I had taken it)

a. Must and can not

We use must to say that we feel sure something is true:

- You have been travelling all day. You must be tired. You must be tired. (travelling is tiring and you have been travelling all day, you must be tired)
- Jim is a hard worker. Jim? A hard worker? You must be joking. He is very lazy.
- Carol must get very bored in her job. She does the thing every day

We use can not to say that we feel sure something is no possible:

- You have just had lunch. You can not be hungry already. (people are not normally hungry just after eating a meal. You have just eaten, so you can not be hungry.)
- Brian said he would definitely be here before 9.30. It is 10 o'clock now and he is never late. He can not come.
- They have not lived here for very long. They can not meet many people.

b. For the past we use **must have (done)** and **can not have (done)** study this example:

- The phone rung but I didn't hear it. I **must have** been a sleep.
- I have lost one of my glove. I **must have** dropped it somewhere.
- Jane walked past me without speaking. She **can not have** seem me.
- Tomy walked straight into a wall. He **can not have** been looking where he was going.

Could not have ... is possible instead of can not have...

- She **could not have** seem me.
- Tomy **could not have** been looking where he was going.

a. **May and might**

We use **may/might** to say that something is possibility. Usually you can use **may/might** , so you can say:

- It **may** be true. or It **might** be true. (=perhaps it si true)
- She **might** know. Or she **may** know.

The negative forms are **may not** and **might not**

- It **might not** be true. (=perhaps it is not be true)
- I am not sure whether. I can land you any money. I **may not** enough. (=perhaps I do not have enough)

b. For the past we use **may have (done)** or **might have (done)**:

- A :I wonder why Kay did not answer the phone.
- B : she may have been a sleep. (=perhaps she was a sleep)
- A : I can not find my bag anywhere.
- B : you might have left it in the shop. . (=perhaps you left it in the shop
- A : I wonder why Colin was in such a bad mood yesterday.
- B : he may not have been feeling well. (=perhaps he was not feeling well)

c. Sometimes **could** has a similar meaning to **may** and **might**:

- The phone is ringing. It could be tim. (=it may/might be tim.)
- You could have left your bag in the shop. (= you may/might have left it...)

But **could not** (negative) is different from **may not** and **might not**. Compare:

- She was far away, so she could not have seen you. (= it is not possible that she sawyou)
- A :I wonder why she did not say hello.
- B : She might not have seen you . (=perhaps she did not see you; perhaps she did)

Must and **have to**

a. We use **must** and **have to** to say that it is necessary to do something. Sometimes it matted which you use:

- Oh, it is later than I thought. I must go. or I have to go.

The difference between must and have to and sometimes this is important:

- a. We use must when we give our personal feelings, Must is personal. you must to do something= I (the speaker) say it is necessary:

- She is a really nice person. You meet her. (= I say this is necessary)
- I have not phoned Ann for ages. I must phone her tonight.

Compare:

- I must get up early tomorrow. There are a lot of thing I want to do.
- b. We use have to for facts, not for our personal feelings. Have to is impersonal. You have to do something because of a rule or the situation:
- You can not turn right here. You have to turn left. (because of the traffic system)
 - My eyesight is not very good. I have to wear glasses for reading.
 - George can not come out with us this evening. He has to work.
 - I have to get up early tomorrow. I am going away and my train leaves at 7.30.

b. you can use must to talk about the present or future but not the past:

- We must go now.
- We must go tomorrow

You can use have to in all form:

- I have to go to hospital (past)
- Have you ever had to go to hospital (present perfect)
- I might have to go to hospital (infinitive after might)

In questions and negative sentence with have to, we normally use do/does/did:

- What do I have to do to get a driving Licence. (not what have I to do?)
- Why did you to go to hospital.
- Karen does not have to work on Saturdays.

c. Must not and do not have to are completely difference:

- You must not do something=it is necessary that you do not do it. (so, do not do it.):

-you must keep it a secret. You must not tell any one. (=do not tell any one)

-I promised I would be on time. I must not be late. (= I must be on time)

- You do not have to do something.= you do not need to do it (but you can if you want):

-You can tell me if you want but you do not have to tell me. (= you dont need tell me)

-I not working tomorrow, so I do not have to get up early.

d. You can use 'have got to' instead of 'have to' so you can say:

- I have got to work tomorrow. Or I have to work tomorrow
- When has Ann got to go? Or when does Ann have to go?

Must, mustn't needn't

a. We use must to do it something ' you must do something' = it is necessary that you do it:

- Do not tell anybody what I said. You must keep it a secret
- We have not got much time. We must hurry.

You must not do something=it is necessary that you do not do it (so do not do it)

- You must keep it a secret. You must tell anybody else .(=do not tell anybody else.)
- It is essential that nobody hear us. We must not make any noisy

You need not do something. It is necessary that you do it. You do not need to do it.

- You can come with me if you like but you need not come if you do not want to. (= it is not necessary for you to come.)
- We have got plenty of time. We need not hurry (=it is not necessary to hurry).

b. Instead of need not you can use do not/ does not so can say:

- We need not hurry or we do not need to hurry.

Remember that we say do not need to do but need not to do (without to) need not and do not need to are similar to don't have to:

- We have got plenty of time

c. Need not have (done)

- He need not have taken the umbrella.

Compare: need not (do) and need not have (done):

- That shirt is not dirty. You need not wash it.
- Why did you wash that shirt ? it was not dirty. You need not have washed.

d. Did not need to (do) and need not have ((done)

I did not need to ...=it is was not necessary for me to ... (and I knew this at the time):

- I did not need to get up early, so I did not.
- I did not need to get up early, but it was a lovely morning. So I did.

I need not have (done) something'= I did something but now I know that it was not necessary:

- I got up very early because I had to get ready to go away. But in the fact it did not take me long to get ready. So I need not have got up so early. I could have stayed in bed longer.

Should

a. You should do something= it is a good thing to do or right thing to do. You can use should to give advice or to give an opinion:

- You look so tired. You should go to bed.

- The government should do more to help homeless people.
- Should we invite Susan to the party? Yes, I think you should.

We often use should with I think /I don't think/ do you think?:

- I government should do more to help homeless people.
- I do not think you should work so hard.
- Do you think I should apply for this job? Yes, I think you should.

You should not do something'= it sim not a good thing to do:

- You should not believe everything you read in newsw papers.

Should is not as strong as must:

- You should apologise. (= it would be a good thing to do)
- You must apologise. (=you have no alternative)

b. We laso use should when something is not right or what we expect. For example:

- I wonder where Liz is she should be here by now. (=she is not here yet, and this is not normal)
- Those boys should not be playing football at this time. They should be at school.

We use should to say that we expect something to happen:

- She is been studying for the exam, so she should pass. (=I expect her to pass)

- There are plenty of hotels in the town. It should not be difficult to find somewhere to stay. (=I do not expect that it will be difficult)
- c. You should have done something'=you didn't do it but it would have been the right thing to do:
- It was great party last night. You should have come. Why didn't you? (=you did not come but it would have been good to come.)
 - I am feeling sick. I should not have eaten so much chocolate. (= I ate too much chocolate)
 - I wonder why they are so late. They should have been here an hour ago.
 - She should not have been listening to our conversation. It was private.

Compare should (do) and should have (done)

- You look tired. You should go to the bed now.
 - You went to bed very late last night. You should have gone to bed earlier.
- d. Ought to

You can use ought to instead of should in the sentences on this page. Note that we say ought to do...' (with to):

- Do you think I ought to apply for this job? (=do you think I should apply....?)
- Jack ought not to go to bed so late. (=jack should not go)
- It was a great party last night. You ought to have come.
- She has been studying hard for the exam, so she ought to pass.

HAD BETTER IT IS TIME

a. had better (I'd better /you'd better etc.)

I'd better do something=it is advisable to do it. If I don't, there would be a problem or a danger:

- I have to meet Ann in ten minutes. I'd better go now or I would be late.
- Shall I take an umbrella? Yes you'd better. It might rain.
- We'd better stop for petrol soon. The tank is almost empty.

The negative is I'd better not (= I have better not):

- A. Are you going out tonight?
- B. I'd better not. I have got a lot of work to do.
- You don't look very well. You'd better not be late. (I would be very angry)

Note:

The form had better is 'have better' (usually 'I'd /you 'did better' etc. In spoken English):

- I had better phone Carol, had not I?

Had is past form, but in this expression the meaning is present or future not past:

- I had better go to the bank now/tomorrow.

We say 'I' better do... (not to do):

- It might rain. We had better take an umbrella. (not 'we'd better to take')

b. Had better and should

Had better is similar to should but not exactly the same. We use had better only for a particular situation (not for thing in general). You can use should in the all types of situation to give an opinion or to give advice:

- It is cold today. You had better wear a coat when you go out. (a particular situation).
- I think all drivers should wear seat belts. (in general-not had better wear')

Also, with had better, there is always a danger or a problem if you don't follow the advice. Should only means it is good thing to do. Compare:

- It is great film. You should go and see it. (but no danger, no problem if you don't)
- The film starts at 8.30 you had better go now or you would be late.

c. It is time

You can say it is time (for somebody):

- It is time to go home/ it is time for us to go home.

You can also say:

- It is late. It is time we went home.

Here we use the past (went) but the meaning is present or future, not past:

- It is 10 o'clock and he is still in bed. It is time he got up. (no it is time he get up')

It is time you did something=yoyu should have done it is already or starred it. We often use this structure criticise or to complain:

- It is time the children wer in bed.. it is long after their bedtime.
- The windows are very dirty. I think it is time we cleaned them.

You can also say: **it is about time** ...it is high time.. this makes the criticism stronger:

- Jack is a great talker. But is about time he did something instead of just talking.
- You are very selfish. It is high time you realised that you are not the most important person in the world.

Can/ would/could you? Etc.

(request, offers, permission and invitatiom)

- Asking people to do thing (request)

We often use can or could to ask people to do thing:

- Can you wait a moment, please? Or could you wait a momment, please
- Liz can you do me a favour?
- Excuse me could you tell me how to get to the airport?
- I wonder if you help me.

Note:

That we say ‘do you think (you) could...?’ (not usually ‘can’):

- Do you think you could lend me some money until next week?

We also use will and would to ask people to do things (but can, could are more usual):

- Liz, can you do me a favour?
- Would you please be quiet? I am trying to concentrate.

b. Asking for things

To ask for something we use can I have...?) or could I have...?:

- (in a shop) can I have these postcard, please?
- (during a meal) could I have the salt, please?

May I have ...? is also possible (but less usual):

- May I have these postcard, please?

c. Asking for and giving permission

To ask permission to do something, we use can, could or may:

- (on the phone) hello can I speak to tom, please?
- Could I use your phone? 'yes off course.'
- Do you think I could borrow your bike?
- May I come in? Yes please do.'

To give permission, we use can or may:

- You can use the phone or you may use the phone,

May is formal and less use than can or could.

d. Offering to do things

To offer to do something, we sometime use can I...?

- Can I get you a cup of coffee? 'yes that would be very nice.'
- Can I help you? 'not it is all right. I can manage.'

You can also use **I will** to offer to do things:

- You look tired. I will get you a cup coffee.

e. Offering and inviting

To offer or invite we use would you like...? (not do you like')

- Would you like a cup coffee?
- Would like to come to dinner tomorrow evening?' yes I did love to.'

I did like.. is a polite way of saying what you want:

- (at a tourist information office) I did like some information about hotels, please.
- (in a shop) I did like to try on this jacket, please,

5. The use of modal auxiliary +perfect (can-could, may-might, must-have to, shall-should, will-would by v3)

- a. must-have+past participle/ v₃ (certain) to make a conclusion of the past event

example: Silvia got good marks in the international TOEFL test. she must have studied hard. good marks in the international TOEFL test is got by silvia. she must have studied hard. hard must have is studied by her.

- b. may/might have+past participle/ v₃ (maybe) to draw conclusion of the past event)

example: richardo come late in this morning, he might got up late or he might have got a problem with his bike. late in this morning is come by richardo, a problem with his bike is got by he might got up late or he might have

- c. Could have+past participle/ v₃ is used to to exoress an ability in the past wast not done/carried out

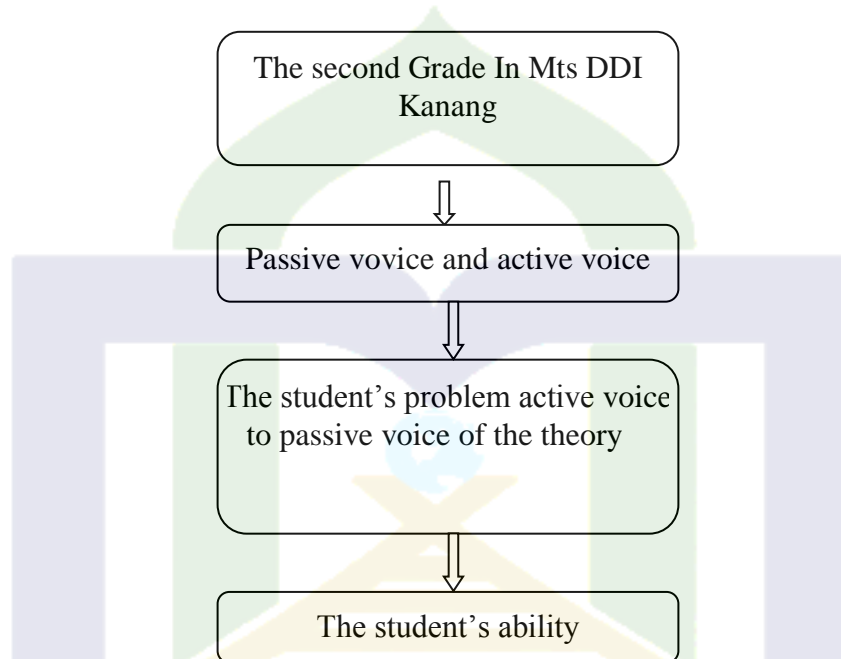
Example: in fact, she could have finished her job on time becaouse she had much time. she job on time becaouse she had much time is finished by , her could have.

- d. Should have+past participle/ v₃ is used to expressa hope that should be carried out in the past

Example: haeru failed in the national examinational this year. He should have studied hard. in the national examinational this year is failed by haeru. Hard should have is by his

C. Conceptual Framework

At this point research draw the theretical frameworks as follows the third grade in mts ddi kanang.



The research would be conducted at the second grade in MTs DDI Kanang. There are three components namely passive voice, active voice and grammar.

D. Hypothesis the student's of the second grade of MTs DDI Kanang kabupaten polewali mandar active voicece to passive voice.

(Ho) there is no significant students' ability changing active voice into passive voice of the second grade of MTs DDI Kanang

(Hi) there is significant ability's students changing active voice into passive voice of the second grade in MTs DDI kanang.

CHPATER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The method of the research using descriptive method to find out the students' ability changing active voice into passive voice in the a sentence of the second grade in MTs DDI Kanang.

B. Research Variable

variable of the research is the students' ability of second grade in MTs DDI Kanang into changing active voice into passive voice.

C. Operational The Definition of The Research

The researcher focus on 10 tenses (simple present, simple past, simple future, past future, simple perfect, past perfect, simple continous, past kontinuous, future perfect and past future perferct using by to be and auxiliary.

The research consists of one variable which is independent variable namely changing active voice into passive voice in a sentence.

D. The Location of The Research

The location of research will take in MTs DDI Kanang. Location of this school is on street mangondang

E. Population And Sampel

1. Population

The population of the research at MTs DDI Kanang. As follow:

Table 1. the population is the second grade in MTs DDI Kanang

No	Class	Sex		Total
		Male	Female	
1	V.I	7	8	15
2	V.II	5	11	16
3	V.III	6	9	15
Total		34	39	46

Source: administration MTs DDI Kanang

Based on the table above, the research choose three classes; they are V.I, with 15 students, V.II, with 16 students, and V.III with 15 students. So that why, the total population are 73 students.

2. Sample

Sample of the research in using 3 of class at the second grade of MTs DDI Kanang kabupaten polewali mandar.

F. Instruments Of The Research

Instruments of the research would the theory question. The test would used to found out “ the students’ ability changing active voice into passive voice in a sentence of the second grade MTs DDI Kanang”

G. Procedure Collection Data

In collecting data, the researcher would used written test

1. Firstly, the researcher explain how to work out the test as well as the time available to do the test.
2. The research would distribut the instrument to the students

3. The researcher asked the students to do the test and the students who would finished the test.
4. Finally, the researcher would collect data of students.

H. Technique of data analysis

Some formulas would apply in this research to process the data as follows:

1. Scoring each student

$$\text{The student's score} = \frac{\text{the student's correct answer}}{\text{the total item of the test}} \times 100$$

2. Calculating the mean score

To find out the mean score of each test, the research used the following

Formulate:

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} : The mean score

$\sum x$: Total number of the student score

N : Total number of the student

3. Classification

The classification of the students in using sentence active voice and passive voice based on the following criteria:

Table 2. the score classification

No	Classification	Score
1	Excellent	86-100
2	Good	71-85

3	Fair	56-70
4	Poor	41-55
5	Very poor	< 40



CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of finding and discussion of the research. The finding of the research deals with percentage and frequency of the student's means scored and the test of significance. The discussion deals with explanation about findings.

A. Finding

1. Description of the research.

First of all, in this research, the researcher want to knowing how the students ability second grade of MTs DDI Kanang polewali mandar changing active voice into passive voice. To make effective researched it, the researcher some explanation to the students second grade MTs DDI Kanang kabupaten polewali mandar about how to changing active voice into passive voice.

First meeting, of course the researcher adapt with the students to knowing mutually to make easy in the research. the researcher giving a explanation about active voice, the active is a word in the sentence doing something and the voice is we can say is a explanation of word in the sentence. If we combine the the active voice is a sentence doing something. The function of the active voice to learning is to make easy we making a sentence, and then, the researcher is given a explanation in front of students about formula of active voice, next step explanation about a form of active voice to the student and the last explanation is the researcher given example and how to arrange word to be active voice to students for make students understand more about active voice.

Second meeting is the researcher given a explanation about passive voice, passive is a form of verbal, and sentence passive is relationship between subject and verb where a subject got a action from verb. And then researcher given explanation how to changing active voice into passive voice to be a sentence be true. After that the researcher given explanation formula changing active voice into passive, and than researcher given explanation when using the passive voice in the sentence and when using in the conversation by applied our friends. How to arrange a word to be passive voice. For make it understand the students the researcher given students a example about how to changing active voice into passive voice.

Third meeting, I asked students to time trained or applied make it the active voice and passive voice after that I asked the student to changing the active voice into passive voice like what they knowing from my explanation about active voice and passive voice. If they just listening the students so easy forgot thh lesson their got. So, they must practice because without they are practice very forgot their lesson and practice is be better more then without not practice.

Next meeting is the fourth or the last meeting with students of MTs DDI Kanang kabupaten polewali mandar, I given my strument for the do to taked the result of students ability to changing active voice into passive voice secand grade of MTs DDI Kanang kabupaten polewali mandar. After I check the daty of students. I evaluation to the stduents where they got it the wrong or mistake in their text. So they can knowed well about how to changing active voice into passive voice.

2. Motivation

First of all, the researcher gave the motivation for they students of MTs DDI Kanang kabupaten polewali mandar, motivation is from the students shielf to study.

As we know you can't change yourself except yourself but remember you can change yourself because of other people. With the motivation can make it the students improve to learn of the lesson.

The effect to improve study students given by the motivation. Learn about English language is very important because as we know we can go to other countries if we know well about the English language.

As we know that active voice and passive voice is part of the English language very important to learning because very benefits for us in the future with we know the active voice and passive voice we can arrange the vocabulary to be a sentence even we can use the theory of active voice and passive voice into conversation by our friends. So that why, for this chance I invited for you all study hard about English language and study more about the English language special part of English.

Study English language you never suffer, even you are very lucky because English language is knowledge very important for all people in this world. You know that language is international language guys. Of course, so many some one say that English language is language of people infidel but we have to know that there is no language of infidel.

Start from now, you have to study English language because if you continue your study at SMA you will find that English language and then if you continue your study at university you will find that English even you can not your study if you did not the English language because toefl is the requirement to finish in the university.

So, English language is very important for us because we are the student who will benefit in our future. If we want to continue our study again. We are so easily get the working outside country if we know well the English language.

The weakness of students in MTs DDI Kanang Kabupaten Polewali Mandar in the facility to study. In the research, the researcher is seeing there is an obstacle of students to know to change active voice into passive voice.

Of course, facilities very important and functional to support the students to know the lesson about changing active voice into passive voice it, such as a book of active voice and passive voice. Because the student more suggestion to study in their home (daring) by our government or their teacher because COVID-19, so that why, they very needing book to studying in their house for adding their knowledge about how to change active voice into passive voice.

The researcher seeing book who in MTs DDI Kanang very a little book of active voice and passive voice even there is no who can bring by the student a book to their house for learning. If he student have some guide books more it can help they to study be effective.

They can reading in their in their house and they make easy to study and understand because what they have learned in the school they repeat after they arriving in their house.

They can also group studied by together their friends and they can study to using guide book in their house for the shelf. To helping the students in MTs DDI Kanang Kabupaten Polewali Mandar is make complete the facility thing they needed to study because as we know that there is no one person student smart without using the thing facility more to can help their to study because not enough.

if just the teacher give the theory in the building school after that there is no again reference of books guid about how to changing active voice into passive voice. As we know that, the students so past forgot lesson from their teacher.

3. Test analyzed

- a. The result of the student's ability in changing active voice to be passive voice MTs DDI kanang polewali mandar.

Table 4.1 The student's score

No	Respondent	Score	Classification
1	Respondent	100	Excellent
2	Respondent	100	Excellent
3	Respondent	100	Excellent
4	Respondent	100	Excellent
5	Respondent	100	Excellent
6	Respondent	100	Excellent
7	Respondent	92	Excellent
8	Respondent	96	Excellent
9	Respondent	100	Excellent
10	Respondent	100	Excellent
11	Respondent	100	Excellent
12	Respondent	100	Excellent
13	Respondent	100	Excellent
14	Respondent	100	Excellent
15	Respondent	96	Excellent

16	Respondent	100	Excellent
17	Respondent	100	Excellent
18	Respondent	100	Excellent
19	Respondent	94	Excellent
20	Respondent	100	Excellent
21	Respondent	100	Excellent
22	Respondent	100	Excellent
23	Respondent	100	Excellent
24	Respondent	100	Excellent
25	Respondent	100	Excellent
26	Respondent	100	Excellent
27	Respondent	100	Excellent
28	Respondent	100	Excellent
29	Respondent	92	Excellent
30	Respondent	48	Poor
31	Respondent	100	Excellent
32	Respondent	100	Excellent
33	Respondent	32	Very poor
34	Respondent	32	Very poor
35	Respondent	72	Good
36	Respondent	80	Good
37	Respondent	100	Excellent
38	Respondent	100	Excellent
39	Respondent	100	Excellent

40	Respondent	100	Excellent
41	Respondent	100	Excellent
42	Respondent	100	Excellent
43	Respondent	100	Excellent
44	Respondent	92	Excellent
45	Respondent	100	Excellent
46	Respondent	100	Excellent

The rate percentage was acquired by the students' ability in changing active voice into passive voice. It has been mention in the previous chapter after tabultion and analyzing the scored into precentage. The scored was classified into five levels as fillow:

Table 4.2 the frequency and percentage of the results tests:

No	Classification	Score	Ferquency	Percentage
1	Excellent	86-100	35	11.600%
2	Good	71-85	2	7.600%
3	Fair	56-70	-	
4	Poor	41-55	1	4.800%
5	Very poor	-40	2	3.200%
Total			40	

(source: result of the researche)

The table show that there were 10 students (15.45%) got the scored 'excellent' 4 students (15.5%) got t6he scored 'good 7 students 14.45%) got the scored 'fair' 10 students (11.5%) got the scored 'poor' and 2 the student got the scored 'very poor'

So, the table above showed the rate percentage of the students' scored of the students' ability was still low because none of the students got highest scored and more of them got fair classification

b. The mean score of the test

$$X_l = \frac{\Sigma}{n} = \frac{4324}{46} = 94$$

The table 4.3 The mean score of the test

Test	Mean score	Classification
Test	94	Excellent

So, from the data result above show that the mean scored obtained by the students was changing. The result of the test was higher than the test. It is proved by the mean scored of the test 58.26 it means that after gave the test the different active voice and passive voice to students' ability of the second grade mts ddi kang polewali mandar. It proved that the classification of the test is fair

The table 4.4 the category of students' on class

No	Class	Sex		Category	Total
		Male	Female		
1	VII.1	7	8	excellent	15
Total		34			15

In the ability class of VII.1 changing active voice into passive voice to student's man there are 8 peoples of 1 got 94% person values and 7 people got values 100% person so we said the class VII.1 very good for lesson to changing active voice into passive voice and for the students woman there are 7 peoples 5 got

100% person values and there is 1 people got 94% person and there is 1people got 92% and they we can said for class VII.1 very good for changing active voice into passive voice. They are got mean woman and man got 92 values for class VII. 1 to changing active voice into passive voice MTs DDI Kanang polewali mandar.

The class of VII.1 is got excellent

The table 4.5 the category of students' the class

No	Class	Sex		Category	Total
		Male	Female		
1	VII. 2	5	11	Excellent	16
Total		34			16

In the ability class of VII. 2 changing active voice into passive voice to student's man there are 5 peoples got person values and so we said the class VII. 2 very good for lesson to changing active voice into passive voice and for the students woman there are 11 peoples 1 got 32% person values and there are 10 people got 100% person and they we can said for class VII. 2 very good for changing active voice into passive voice. They are got mean woman and man got 93,75% values for class VII. 2 to changing active voice into passive voice MTs DDI Kanang polewali mandar. The class of VII. 2 is got excellent.

The table 4.6 the category of students' on class

No	Class	Sex		Category	Total
		Male	Female		
1	VII. 3	9	6	Excellent	15
Total		34			15

In the ability class of VII. 3 changing active voice into passive voice to student's man there are 9 peoples of 1 got 72% person values and 1 peopole got values 32% person and 1 peopole got 94% value. so we said the class VII. 3 very good for lesson to changing active voice into passive voice and for the students woman there are 6 peoples 6 got 100% person values they we can said for class VII. 3 very good for changing active voice into passive voice. They are got mean woman and man got 92 values for class VII. 2 to changing active voice into passive voice MTs DDI kanangt polewali mandar. The class of VII. 3 is got excellent.

B. Discussion

In this section, the result of the analysis data obtained through the test which intended to describe students' ability changing active voice into passive voice. The test was successfully answered by 46 students. All of them from the school MTs DDI Kanang kabupaten polewali mandarar at period 2021.

Based on the the research finding above, the researcher found the students' ability changing active voice into passive voice is good. The scored of the totall students is (4324) the scored classification four (4) respondents got the excellent value (86-100) fifteen (15) respondents got good the score (71-85), 15 the respondents got fair the sore (56-70) 10 the respondents got poor the score (41-55), 2 the respondents got very poor score (-40) so, the result of mean score (94) it is mean for the students ability changing active voice into passive voice as a good classification.

You know the theory of the active voice and passive voice is one of familiar subject for the student. The student so easy got the theory of the active voice and passive voice because the students can got the theory in the books, and more easy if

the searching in the global internet. So they can get easy know about it changing active voice into passive voice and got the satisfying value.

Actually changing active voice into passive voice is not difficult for the student if the student want to using in daily life in written english language or conversation english language together their friends. To changing active voce into passive voice so easy because the student just changing the verb 1 to be verb 2 using word ‘by’ and the subject the active of sentence become object. Function of the passive sentence describe condition of the subject.

Some of the students or a respondents confused in the changing active voice into passive voice because the reseacher what is the mean the test and what is porpuse of the test. So The students need to know formula active voice and passive voice above. So easy, they able changing active voice into passive voice.

To make students are able changing active voice into passive voice well. we need to make active the student learning into changing active voice to be passive voice. We need to give direction to students learning about active and passive. They need to studied by theirshielf, they student need looking for some books to they learn more.

Fasilites influence can give the a student to know about changing active voice into passive voice such as abook, abook is can to be reference for the students who learned to know changing active voice into passive voice, because the active and passive voice is part of the grammar.

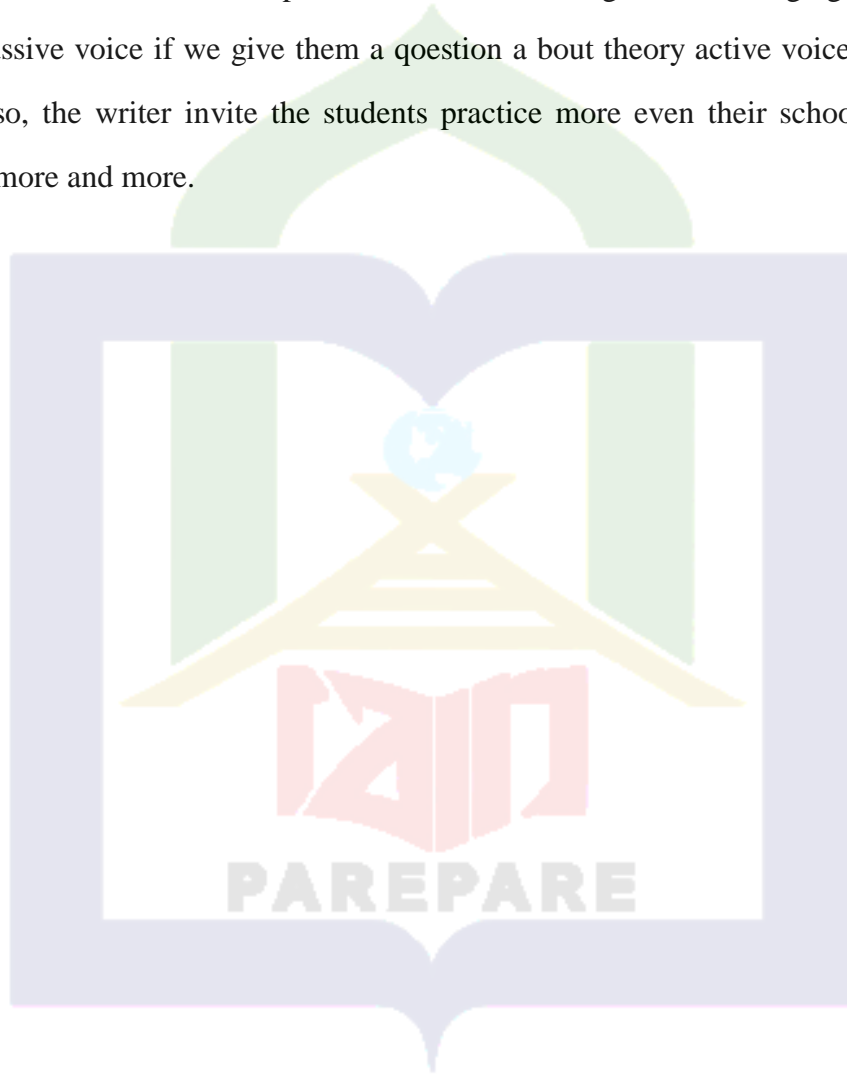
so, the students can looking for the theory active and passive voice in abook who tittle the secreet of english grammar, ennglish grammar in use, english sentence structure eth. Fasility internet can give the student influence to know changing active

into passive voice by open the google and then browsing theory of the active voice into changing passive voice to learn and to know it,

The influence factor can able make the student know active and passive voice is area of the student because to study together with friend make the study group so the can cooperate to study.

They also need more motivation learn, guidens, and suggestion to learn the name active voice and passive voice to changing active voice into passive voice. learn motivation I mean in here to make the interest students learn changin active voice into passive voice. To adding the their knowledge who can benefit to the future them. Guiden I mean in here is for the students because still needed to guid to learn because to given direction to the students who lack to understand their learning. as we know that if the did not they learn autodidact can kill the intersting for student to study about changing active voice into passive voice, with the guider the students can be easy understand get their learn, and suggestion make super active want to know that changing active voice into passive well. Because suggestion is the students never feel be wary to do study to changing active voice into passive voice even the sttudent be enjoy to study if always got the suggestion from their teacher, parent, and a researcher. The student will feel be happy got the suggestion a around them. With suggestion for the student can make the daily life did not to be always be better for the future and the students can open the you tube for looking a tutorial or a explanation about the changing active voice into passive voice in the you tobe. It can help a student from a tutorial in you tube because it tutorial from the you will given the a student an information of explanation so many who can help student to know and add knowledge about changing active voice into passive voice. Tuotorial from

the you tube it very important because the student can listening explanation from the a tutorial while or after students listening, the student can also begin to practice changing active voice into passive voice because without the students practice there is no assurance that will can operational their knowledge about changing active voice into passive voice if we give them a question a bout theory active voice and passive voice so, the writer invite the students practice more even their school or in their house more and more.



CHAPTER V

In this chapter, there are of two part and conclusion and suggestion . for the sugestion deal with conclusion of research finding. For the suggestion deals with some ideas given by the researcher.

A. Conclusion

Considering the result of the data analysis and discussion of the result of the data analysis in the previous chapter. He writer will like to put forward some conclusion as follows:

the second grade students MTs DDI Kanang ad fail ability in changing active voice into passivevoice because the students' lack of vocabulary and the tenses, the didn't know it is meaning and they didn't understand to make sentence. The students can not changing active voice into passive voice.

The students respond in learning active voice and passive voice a sentence was agree. Most ofthe carry well, creative ad active whn the learning process active voice and passive voice. it is meant that that student had pasitif respond the student ability of the second grade MTs DDI Kanang polewali mandar in changing active voice into passive voice.

B. Suggestion For The Students

1. students should study tenses
2. students should more study passive voice and active voice and more read a book about passive voice and active
3. the sudents should more study book grammar such as the the secreet of grammar, top of grammar and etch.

C. Suggestion For The Teacher

1. give the students explanation more the detail
2. the teacher must give a way how to do passive voice and active voice be true
3. make **easy** the lesson for the student
4. give motivation for the students for study active voice and passive voice.



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Appendix 1.
documentation













Apendix 2. Research instrument

Nama :

Class :

Identify each sentence below how to changing active into passive voice?. Write the answer in the right side of sentence.

1. Money is being stolen by thief
2. she is speaking with teacher
3. the cake was being cooked by mom yesterday
4. I was not readed book yesterday
5. The cake is eaten by Zuhek
6. Zuhek not eat the cake
7. the books were read by achink
8. Achink do his homework
9. The flowers will be watered by me
10. I will not be watered the flowers
11. Doraemon would be watched by Ical
12. Ical would not be watched Doraemon
13. The door has been knocked by Aco
14. Aco has not been walk in road
15. The paper had been typed by Ila

16. The paper had not been typed by Ila
17. my friend is friendly
18. the meeting will not have been attended by achink
19. she is cooking a raise
20. my car would not have been driven by Achink
21. my father is reading books
22. the books are readed by my mother
23. my car would have been driven by Achink
24. they are playing football
25. the meeting will have been attended by achin

Appendix 3.

THE TANSWER KEY OF THE TEST

NUMBER	ANWERS KEY
1	Active voice and passive voice
2	Active voice and passive voice
3	Active voice and passive voice
4	Active voice and passive voice
5	Active voice and passive voice
6	Active voice and passive voice
7	Active voice and passive voice
8	Active voice and passive voice
9	Active voice and passive voice

10	Active voice and passive voice
11	Active voice and passive voice
12	Active voice and passive voice
13	Active voice and passive voice
14	Active voice and passive voice
15	Active voice and passive voice
16	Active voice and passive voice
17	Active voice and passive voice
18	Active voice and passive voice
19	Active voice and passive voice
20	Active voice and passive voice
21	Active voice and passive voice
22	Active voice and passive voice
23	Active voice and passive voice
24	Active voice and passive voice
25	Active voice and passive voice

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Appendix 4.

Scoring Each Student In Active Voice Items Test

NO	RESPONDENT	ACTIVE VOICE SCORE			TOTAL
		CORRECT	ITEMS	100%	
1	1 st	11	23	100	47.96
2	2 nd	11	23	100	47.96
3	3 rd	11	23	100	47.96
4	4 th	11	23	100	47.96
5	5 th	11	23	100	47.96
6	6 th	11	23	100	47.96
7	7 th	11	23	100	47.96
8	8 th	11	23	100	47.96
9	9 th	11	23	100	47.96
10	10 th	11	23	100	47.96
11	11 th	11	23	100	47.96
12	12 th	11	23	100	47.96
13	13 th	11	23	100	47.96
14	14 th	11	23	100	47.96
15	15 th	11	23	100	47.96
16	16 th	11	23	100	47.96
17	17 th	11	23	100	47.96
18	18 th	11	23	100	47.96
19	19 th	8	23	100	34.87
20	20 th	11	23	100	47.96

21	21 th	11	23	100	47.96
22	22 th	11	23	100	47.96
23	23 th	10	23	100	43.87
24	24 th	11	23	100	47.96
25	25 th	11	23	100	47.96
26	26 th	11	23	100	47.96
27	27 th	11	23	100	47.96
28	28 th	11	23	100	47.96
29	29 th	11	23	100	47.96
30	30 th	11	23	100	47.96
31	31 st	3	23	100	13.26
32	32 nd	4	23	100	17.35
33	33 rd	8	23	100	47.96
34	34 th	11	23	100	47.96
35	35 th	11	23	100	47.96
36	36 th	11	23	100	47.96
37	37 th	11	23	100	47.96
38	38 th	11	23	100	47.96
39	39 th	11	23	100	47.96
40	40 th	11	23	100	47.96
41	41 st	11	23	100	47.96
42	42 nd	11	23	100	47.96
43	43 rd	11	23	100	47.96
44	44 th	11	23	100	47.96

45	45 th	11	23	100	47.96
46	46 th	10	23	100	43.87



Appendix 5.

Scoring Each Students In Passive Voice Items Test

No	respondent	Passive voice score			Total
		Correct	item	100%	
1	1 st	14	23	100	60.22
2	2 nd	14	23	100	60.22
3	3 rd	14	23	100	60.22
4	4 th	14	23	100	60.22
5	5 th	14	23	100	60.22
6	6 th	14	23	100	60.22
7	7 th	12	23	100	52.04
8	8 th	13	23	100	56.13
9	9 th	14	23	100	60.22
10	10 th	14	23	100	60.22
11	11 th	14	23	100	60.22
12	12 th	14	23	100	60.22
13	13 th	14	23	100	60.22
14	14 th	14	23	100	60.22
15	15 th	13	23	100	56.13
16	16 th	10	23	100	43.87
17	17 th	2	23	100	8.74
18	18 th	14	23	100	60.22
19	19 th	14	23	100	60.22
20	20 th	14	23	100	60.22

21	21 th	14	23	100	60.22
22	22 th	14	23	100	60.22
23	23 th	14	23	100	60.22
24	24 th	14	23	100	60.22
25	25 th	14	23	100	60.22
26	26 th	14	23	100	60.22
27	27 th	14	23	100	60.22
28	28 th	14	23	100	60.22
29	29 th	14	23	100	60.22
30	30 th	14	23	100	60.22
31	31 th	5	23	100	21.43
32	32 th	14	23	100	60.22
34	34 th	5	23	100	21.43
35	35 th	10	23	100	43.87
36	36 th	12	23	100	52.04
37	37 th	14	23	100	60.22
38	38 th	14	23	100	60.22
39	39 th	14	23	100	60.22
40	40 th	14	23	100	60.22
41	41 th	14	23	100	60.22
42	42 th	14	23	100	60.22
43	43 th	14	23	100	60.22
44	44 th	14	23	100	60.22
45	45 th	14	23	100	60.22

46	46 th	14	23	100	60.22
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nomor : B.1743 /In.39.5.1/PP.00.9/09/2020
jumlah : 1 Bundel Proposal
sifat : Permohonan Rekomendasi Izin Penelitian

kepada : h. Bupati Polewali Mandar
q. Kepala Kesatuan Bangsa dan Politik
-
Kab. Polewali Mandar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

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tersebut dimaksud akan mengadakan penelitian di wilayah Kabupaten Polewali Mandar dalam rangka penyusunan skripsi yang berjudul:

"The Students' Ability in Changing Active Voice Into Passive Voice by Using Auxiliary Verb at the Second Grade Of MTs DDI Kanang Kabupaten Polewali Mandar"

Dilaksanakan penelitian ini direncanakan pada bulan Oktober sampai bulan November Tahun 2020.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Assalamu Alaikum Wr. Wb.

Parepare, 29 September 2020

Wakil Dekan I,



Muhammad Dahlan Thalib

Penyusunan :
Rektor IAIN Parepare
Dekan Fakultas Tarbiyah



DINAS PENANAMAN MODAL DAN
PONDOK PESANTREN DARUD DA'WAH WAL-IRSYAD (DDI) AL-IHSAN KANANG
MADRASAH TSANAWIYAH
KABUPATEN POLEWALI MANDAR

Alamat : Jln. Mangondang No. 35 Kanang Desa Batetangnga Kec. Binuang Kab. Polman NSM:121276040012 NPSN:40605830

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 070/MTs.31.03.012/PP.00.5/12/2020

ng bertanda tangan di bawah ini, Kepala MTs DDI Kanang Kab. Polewali Mandar Provinsi Sulawesi
rat, menerangkan bahwa :

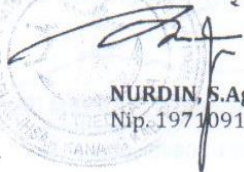
Nama : **ABD. RAHIM**
Tempat & Tgl. Lahir : Passembarang, 31 Desember 1997
Jenis Kelamin : Laki-laki
NIM : 15.1300.051
Asal Perguruan Tinggi : IAIN Parepare
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris
Alamat : Batetangnga Kec. Binuang Kab. Polman

nar telah melaksanakan Penelitian di MTs DDI Kanang Kabupaten Polewali Mandar, terhitung
ilai 01 November s.d 01 Desember 2020 dalam rangka penyusunan Skripsi dengan judul :

**"THE STUDENTS' ABILITY IN CHANGING ACTIVE VOICE INTO PASSIVE VOICE BY USING
AUXILIARY VERB AT THE SECOND GRADE OF MTs DDI KANANG KABUPATEN POLEWALI
MANDAR"**

mikian surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan
tuk dipergunakan sebagaimana mestinya.

Kanang, 10 Desember 2020
Kepala Madrasah,



NURDIN, S.Ag
Nip. 19710914 200710 1 001



PEMERINTAH KABUPATEN POLEWALI MANDAR
**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU**

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/396/IPL/DPMPTSP/X/2020

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan :
 - a. Surat Permohonan Sdr (i) ABD. RAHIM A.
 - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0394/Bakesbangpo/B.1/410.7/X/2020, Tgl.01-10-2020

MEMBERIKAN IZIN

Kepada :

Nama	: ABD. RAHIM A.
NIM/NIDN/NIP	: 15.1300.051
Asal Perguruan Tinggi	: IAIN PAREPARE
Fakultas	: TARBIYAH
Jurusan	: PENDIDIKAN BAHASA INGGRIS
Alamat	: BATETANGGA KEC. BINUANG KAB. POLMAN

Untuk melakukan Penelitian di MTs DDI Kanang Kabupaten Polewali Mandar, yang dilaksanakan Pada Bulan Oktober s/d November 2020 dengan Proposal berjudul **"THE STUDENTS' ABILITY IN CHANGING ACTIVE VOICE INTO PASSIVE VOICE BY USING AUXILIARY VERB AT THE SECOND GRADE OF MTS DDI KANANG KABUPATEN POLEWALI MANDAR"**

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
 2. Penelitian tidak menyimpang dari izin yang diberikan;
 3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
 4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
 5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.
- Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
 Pada Tanggal, 01 Oktober 2020

**KEPALA DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU**



ANDI MASRI MASDAR, S.Sos., M.Si

Pangkat : Pembina
 NIP : 19740206 199803 1 009

mbusan:
 Unsur Forkopinda di tempat;
 Ka. Kemenag Kab. Polman di tempat;
 Ka. MTs DDI Kanang di tempat.

CURRICULUM VITAE



ABD. RAHIM. A was born on barat west 31th december 1997 in polewali mandar regency, he is second child of three sibling from the marriage of his parent, amirsan and hadira. He started his elementary school at mi passembarang 035. Then he continued his study to the secondary school at mts ddi kanang. After graduating, he is continued his school study to the senior high school at SMAN 2 polewali and graduated 2015. Inthen same years, he continued his education at state islamic institute (iain) pare-pare and took english program tarbiyah departement as his major. Finally, he graduated his study at state islamaic (iain)pare-pare and has master degree in english program tarbiyah departement.

