

**AN ANALYSIS OF STUDENTS' ABILITY IN USING AUXILIARY VERB  
OF PASSIVE VOICE SENTENCES AT THIRD SEMESTER  
OF STKIP YPM**

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**ABSTRACT**

*This research studies about the students' ability in using auxiliary verb on passive voice sentences at the English Department students STKIP YPM. The purpose of this research was to find out the students' understanding in using auxiliary verb on passive voice sentences at the third semester STKIP YPM. This research was descriptive qualitative method. The population was 15 students at third semester on English Department STKIP YPM. They were selected as the sample by using total sampling technique. The data was collected by using writing test on passive voice sentences. The finding showed that students' understanding in using auxiliary verb on passive voices sentences at third semester of English Education Program of STKIP YPM in academic year of 2015/2016 were good enough.*

Keyword: *Ability, Auxiliary Verb, Passive Voice*

**INTRODUCTION**

Writing is one of four skills. In English communication not only use speaking skill but also in writing. Writing and speaking have the important different because the function of them are unique and so different. By writing, the students can express their idea, feeling and thought to the reader (Yoandita, 2019). In writing, any idea that advances must be supported with specifics reasons or detail, but it is different with talking that there is no challenge to give strong reason on your statement. Writing ability is students' need in every day, that's why writing is very important in learning. Because of that, the students should have knowledge about part of speech, structure, and grammatical construction. In writing a sentence, the students must know the subject, object, predicate, and adverb. In addition the sentence divide become two parts: active

and passive sentences. Grammatical of passive voice sentences are between verb and subject. Active sentences the subject do the act, but in passive voice, the subject is acted on (Amdur et al., 2010).

Based on pre survey by the researcher on August 2016 at the third semester students of STKIP YPM, there were some important issues captured by the researcher. Almost all of students still confused in arranging sentences by using auxiliary verb. Some of them have low undersatnding of auxiliary verb, kinds of auxiliary verb, and form of passive voice sentences. Based on those problems, the researcher analyzed that students at third semester have problem of passive voice sentences especially in using auxiliary verb.

Considering the problems above, the researcher was conducted the research to analyze the students' ability in using auxiliary verb of passive voice sentences at English department at third semester of STKIP YPM.

## **METHOD**

This research was a descriptive quantitative research because its purpose to describe and to analyzed the interrelationship of the data. In line with this, descriptive research have purpose to describe the population, situation, and phenomenon accurately and systematically. It can answer *what*, *when*, *where*, *when* and *how* questions, but not *why* questions.

Descriptive research can use a wide variety of research methods to investigate one or more variables. But experimental research does not control or manipulate any of the variables, but only observes and measures them. In doing the research, the researcher collected the data to answer the research questions concerning the current status or phenomena regarding the average member of a group.

In addition, descriptive research describes the characteristics of the population or phenomenon that is being studied. It focuses more on the “what” of the research subject rather than the “why” of the research subject. Descriptive quantitative research is research that collect data about information about one problem of the average member of a group. In addition, the research design sets the procedure on the required data, the methods to be applied to collect and analyze this data, and how all of this is going to answer the research question.

The major purpose of descriptive research was description of the state of affairs as it exists at present. Therefore, the researcher used this kind of research design for investigated and

reported the third semester of English Education Program of STKIP YPM on passive voices sentences in the Academic Year 2015/2016.

The researcher use total sample technique to determine the sample in this research. Sample in this researcher was all of the third semester students of English Department STKIP YPM academic years 2015/2016 which consist of 15 students.

In this research, the researcher used test to gather data. In gathering the data, the researcher used written test. The writing test the researcher was appropriate with indicators of the passive voices sentences. The procedure in technique of collecting data in the writing test (about passive voices sentences), the test was in the form of arrange or change items are offer to the students to fulfill. The researcher gives some instructions. After that, the researcher collected the student's tests. Finally, the test is considered to be valid and reliable. The test as the instrument of this research is based on the syllabus of structure II to see the content validity. To determine the validity of the test, the researcher used content validity. A test is valid if it measures what it is supposed to measure. The test that the researcher gave to the students was based on syllabus.

In analyzing the data, the researcher was used descriptive quantitative technique. The researcher was described the students' understanding of passive voice sentences by using the formula as below:

$$M = \frac{\sum fx}{N}$$

$\text{Score} = \frac{\text{Gained score}}{\text{Maximum score}} \times 100$
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## **FINDINGS AND DISCUSSION**

### **Findings**

The researcher found the data from students' answer sheet in writing test. Based on purpose of the research, there was a main finding of this research: students' understanding on passive voice sentences at the third semester of English Education Program. After, the researcher had given the test to students. The researcher makes the analysis table about students' answer sheet as below:

Table 1. Analysis of Students Answer Sheet

No	Name	Score	Category
1	AH	70	Enough
2	DKS	70	Enough
3	DA	80	Good
4	ET	70	Enough
5	HA	70	Enough
6	MHR	90	Very Good
7	MRP	70	Enough
8	MYN	60	Enough
9	PW	70	Enough
10	PSD	80	Good
11	RPSB	80	Good
12	SA	70	Enough
13	SNS	70	Enough
14	ZNA	90	Very Good
15	MI	70	Enough
Total		1110	
Mean		74	

(Source: BAAK STKIP YPM)

Note: 88-100 = A  
 83-87 = A-  
 78-82 = B+  
 73-77 = B  
 68-72 = B-  
 63-67 = C+  
 58-62 = C  
 53-57 = C-  
 48-52 = D  
 0-47 = E

From the data above the score of students in third semester of English Education Program of STKIP YPM Academic Year 2015/2016, 2 students were belong to very good understanding (88-100), 3 students were good understanding (73-87), 10 students were enough understanding (63-72), 0 student were low understanding (53-62), and 0 student were very low understanding (0-52). Means of the students score was 74.

Table 2. Students' Ability in Using Auxiliary Verb

No	The Degree of Ability	Range	Total Students
1	Very Good	88-100	2
2	Good	73-87	3
3	Enough	63-72	10

4	Low	53-62	-
5	Very Low	0-52	-

From table above, there are 2 students got score 88-100, 3 students got score 73-87 and 10 students got score 63-72. It shows that, 5 students have high understanding on passive voice sentences, and 10 students have enough understanding on passive voice sentences. Then, the researcher concluded that students understanding on passive voice sentences at third semester of English Education Program of STKIP YPM Academic Year 2015/2016 were enough.

### **Discussion**

Although some studies about passive voice and auxiliary verb had been done by other researchers, but in some points this research are different from the previous studies. First, this research was conducted to analyze the students' ability in using auxiliary verb on passive voice sentences. Second, the setting and participant were different from the other researchers. This research was conducted at third semester students of English Department STKIP YPM.

This chapter describes and discusses the result of the research. The research was done to know the students' understanding about auxiliary verb on passive voice sentences during the teaching and learning process. It had been done to answer the formulation of the research. The researcher had collected all data needed. The test was used to measure students' understanding in using auxiliary verb on passive voice sentences. The data from test was gathered after the research was done. All of the data were analyzed to find out the students' understanding of auxiliary verb.

There was main purpose of this research as stayed in background: to find out the students ability of the third semester of English Education Program in using auxiliary verb on passive voice sentences. Based on the finding, the students understanding was enough. It can be seen from the students score which consist of 15 person that follows the test. From 15 students, 5 students or 33.33 % have high understanding of passive voice sentences, and 10 students or 66.67 % have enough understanding of passive voice sentences. This assessment score based on BAAK STKIP YPM.

From the students' work sheet, the mean score were 74 or grade B. From those data, it can be said that the students' understanding of passive voice sentences which focused on auxiliary verb were enough. Although some students still there were

mistakes in using past participle or Verb III, kinds of auxiliary verb, subject and formula of passive.

## CONCLUSION AND SUGGESTION

Based on the research result, students' ability in using auxiliary verbs on passive voice sentences at third semester of English Education Program of STKIP YPM in Academic Year of 2015/2016 were good. It can be seen from the mean score of students test. And the percentage students from 100% are 2 students or 13, 33 % was very good, 3 students or 20 % were good, 10 students or 66.67 % was enough, and 0 students or 0% was very low.

The researcher would like to put forward some suggestions that may be useful for the lecturers especially the English lecturers in teaching structure. This research emphasizes on increasing learning outcomes that include improved students' ability in using auxiliary verbs on passive voice sentences. Based on the conclusion above, the researcher gives suggestion for the lecturer who teaches structure, give attention to some crucial aspects on auxiliary verbs. Then, for other researchers who continue and take this thesis be comparative learning to other research, make sure and clear explanation and active in writing and give idea. And the last for the students are expected to third semester of English Education Program in STKIP YPM Academic Year 2015/2016 further enhance understanding in using auxiliary verbs on passive voice sentences.

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