AN ANALYSIS ON STUDENTS' DIFFICULTIES IN CHANGING ACTIVE TO PASSIVE VOICE

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Abstract: Today students' are sometime less interested in understanding active and passive voice, so that when they learn it, there is a lot of incomprehension in understanding it, especially in transforming active to passive voice. This research are to know and to find out the most dominant the students' difficulties in transforming active to passive voice form at fourth semester students' STAIN Gajah Putih Takengon Aceh in 2017/2018 Academic Year. This study was conducted using a qualitative approach. The source of the data for this study was taken at fourth semester students' of English Department of STAIN GP Takengon Aceh. Besides, the source of data in this research also a grammar lecturer. The technique of data collection were used observation, documentation, and interviews technique. The data analysis were used the Miles and Huberman's models, including reduction of data, display, and conclusions; drawing/verifying. The outcomes of analysis, the researcher found the most dominant students' difficulties in changing active to passive voice were: difficulties in determining subject, difficulties in using auxiliary verb be, and difficulties in using verb3 in passive voice and most dominant difficulties was found in form of past continuous they are not able to understand well, due to still use tools (dictionary). Based on the findings of this study, the researcher concluded that some students' have a fairly good ability in understanding passive voice form, but some of the other students' must also improve their understanding in English grammar.

Keywords: Active and Passive Voice, Analysis, Students' Difficulties

Abstrak: Dewasa ini mahasiswa terkadang kurang tertarik untuk memahami bentuk *active* dan *passive voice*, sehingga ketika mereka mempelajarinya, ada banyak kesulitan dalam memahaminya, terutama dalam mengubah bentuk *active* menjadi *passive*. Penelitian ini untuk melihat dan mengetahui kesulitan paling dominan dalam mengubah bentuk *active* menjadi *passive* mahasiswa semester empat prodi bahasa Inggris STAIN Gajah Putih Takengon Aceh pada Tahun Akademik 2017/2018. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif. Sumber data penelitian ini diambil dari mahasiswa semester empat prodi bahasa Inggris STAIN Gajah Putih Takengon Aceh dan dosen prodi. Teknik pengumpulan data menggunakan teknik observasi, dokumentasi, dan wawancara. Analisis data menggunakan model Miles dan Huberman. Hasil analisis, peneliti menemukan kesulitan siswa yang paling dominan dalam mengubah *active* menjadi *passive* adalah: kesulitan dalam menentukan subjek, mengunakan *auxiliary verb be*, dan kesulitan dalam menggunakan kata kerja bentuk ke 3, dan yang paling dominan ditemukan kesulitan dalam merubah *past continuous*, sehingga membutuhkan alat (kamus). Berdasarkan temuan penelitian ini, peneliti menyimpulkan bahwa beberapa mahasiswa memiliki kemampuan yang cukup baik dalam memahami bentuk *passive*, tetapi beberapa siswa lain harus meningkatkan pemahaman mereka dalam tata bahasa Inggris.

Kata Kunci: Active dan Passive Voice, Analisis, Kesulitan Siswa

INTRODUCTION

The role and power of English as the language of interaction in global relationships today becomes something that must be aware by residents around the world. English is the main requirement not only in the realm of education but also in the work and in the vicinity our life. The development of the society and interconnected era in every line of

life requires the use of English, both active and passive, not suprising many people are eager to master it either through formal or informal education. So in case, in the process of learning languages especially English is very important for students in understanding and mastering the grammar.

In general grammar in English functions as a language system, on how to make and arrange words or sentences both in the form of speech and writing in the use of language, in other words this is a rule used in communication. So, it is the real important chapter of languages, and for students to understand it's something that must be prioritized. Indeed in the context of grammar utterances are sounds and sound patterns that are neatly arranged from the arrangement of words that become sentences that have meaning (Junaidi and Suriyadi, 2007). Therefore grammar is called the principal unit of meaning, because without a good grammatical package the information, messages, ideas, or notion from one person to another listener will not be according to what is intended. Eventually, build and use good grammar facilitates them to apprehend how the language operates.

In addition, active and passive voice in realm of grammar is an important to be studied, in order to make better in our English skills. If the student's can understanding active and passive voice easily, it means that the student's not have the difficulty in English. While in a fact they still feel and realize that the student's less understanding about active and passive voice in realm of grammar. Furthermore, grammar have been taught for a long time in Indonesia especially in learning active and passive voice, but still there are many obstacles in understanding on changing active to passive voice. The student's have a problem, how they can understanding and get to distinguish so easily among active and passive voice especially in principle of grammar, which in order to easier the student's in writting. The position of grammatical skills is one tool of four communicative competences that the language users need in interaction and communication (Savignon, 2001).

In learning English, in most cases the student's generally find the obstacle when they learn passive voice form. Possible influence from teaching patterns often focus on the shape of standard passive formulation into passive ones. According to (Yunita, 2013) the thing that caused the English grammar learning is still considered by students as a boring subject and the teaching activity is mostly done in a traditional way by using the deductive approach. While, (Loughran, 1996) explains that reflection building as a good practice of how teachers think in their classroom teaching increasingly receives more

attention. English learning in the situation of Indonesian, the onus of grammar teachers is still placed on deductive method in which students are provided the grammar rules, examples: told to memorize them, and then asked to apply the rules to other examples (Widodo, 2006). In this approach the teacher seems stiff and too monotonous in teaching. In another explanation, grammar teaching centers on accuracy of form and rule learning with mechanical exercises seen as the way to bring about the learning objectives of grammar (Jean & Simard, 2011).

Learners occasionally end up with the opinion that passive structure are some kind of choices, deviant version of active formulation. In that the form of passive formulation is quite complex, the student's in general discover the obstacle to comprehending on the using of auxiliary verb "be" and distinguishing the past tense rule and the past participle. Based on the real condition, the research have observed the student's on fourth semester at STAIN Gajah Putih Takengon in 2017/2018 Academic Year. According to the student's, the difficulty in learning active and passive voice especially in switchover active to passive is they do not know when using forms **be, being, was, had.** (The result of observation with fourth semester students' in 2017/2018, academic year on Wednesday, May 16th 2018, at 01.00 p.m)

Depart from the notice above, the investigator find there are two main inconvenience in learning and apply passive voice form, they are: the trouble in using of verb "be" (auxiliary verb) and problem to distinguishing the past tense and the past participle form. In this research can be focus the problem first so that no expansion of the problem that will not be in accordance with the purpose of this discussion. So the researcher focused on researching the difficulties of student's found in active and passive voice learning at fourth semester student's STAIN Gajah Putih Takengon Aceh in 2017/2018 academic year. In accordance with background of the matter, the problem of this matter the researcher will be discussed and will be found solution, based on the problem are: what are the student's difficulties, and what is the most dominant difficulties in changing active to passive voice at fourth semester student's STAIN Gajah Putih Takengon Aceh in 2017/2018 academic year?. In line with problem of the research, the purpose are to know the student's difficulties, and to find out the most dominant difficulties in changing active to passive voice at fourth semester student's STAIN Gajah Putih Takengon Aceh in 2017/2018 academic year.

LITERATURE REVIEW

Students' Difficulties

The age of the school students divided into level preschool, primary school, junior high school and senior high school is a very different age of students. In this step are many health problems that determine the quality of students in going forward. This realm of health may include general health, developmental disorders, behavioral disorders, and learning disorders. It can be concluded that students' learning difficulties are strongly influenced by biological or physiological factors, so that the effect on students is the formation of a fortress in processing subject matter and in the inability to achieve predefined quality standards. In (Prayitno, 1993) learning difficulties can be interpreted like a condition in the teaching and learning activities characterized by the presence of certain barriers to achieve optimal learning outcomes. Prayitno goes on to state these barriers may be felt or may not be perceived by the student in question, this type of barrier can be psychological, sociological and physiological in the entire teaching and learning process (Prayitno, 1993: 1). It can be said that students who experience learning difficulties will experience obstacle in the process of achieving learning outcomes, so that achievements are achieved under the appropriate.

Furthermore, Ross stated that a learning difficulty in process is represent a divergence among between a chill's estimated academic potential and his absolute level of academic display (Ross, 1974: 117). Ross mention learning difficulties are, in essence, a symptom that appears in various types of manifestations of behavior, the symptoms of learning difficulties will be manifested either directly or indirectly in various forms of behavior (Ross, 1974: 117). In accordance with the understanding of learning difficulties above, the behaviors that are manifested are marked by the presence of certain obstacles. These symptoms will appear in the motor, cognitive, conative and affective aspects, both in the process and the learning outcomes it achieves (Ross, 1974). In addition, learning difficulties is given to children who experience failure in certain learning situations. In this case learning is defined as behavioral changes that occur continuously not caused by fatigue or disease (Hallahan and Kauffman, 1991: 289). It can be concluded that learning difficulties is a condition where students can not learn well, due to the interference, both derived from the internal factors of students in the limit factor intelligence and external factors of students. These factors make the students unable to develop according to their capacity.

The Factors of Students' Difficulties in Study

Learning difficulties is a condition in which the students are not learning as they should because there are certain disorders. The term learning difficulties that the researcher means is a condition in which students can not learn optimally due to the obstacles, or disorders in learning. Learning activities are very influential by several factors that are related to each other. These factors as follows: (1) Internal factors, such as (a). A physiological aspect, that is the communal condition of the body or muscle suspense that marks the level of fitness of organs and joints, can affect the spirit in following the lesson. (b). Psychological aspects, in addition to the physiological aspects of psychological aspects can also affect the quantity and quality of learning achievement of students, such as intelligence, talent, interest and motivation.) (2) External Factors, external factors that affect learning activities such as school social environment such as instructors, administrative personnel, and classfellow can affect the spirit of student learning (Djamarah, 2002: 11). Wider, He explained these factors are considered to determine the success rate of students, he advised the teacher must be show sympathetic attitudes and behaviors and show good role models, spirit in teaching, for example drive to diligent reading and diligent discussions, can be an encouragement for students in learning passion, which includes cooperation, collaboration and support each other or community around the school. Further external factors that affect the learning activities are the school buildings, the location of residential homes, families, learning tools, and the weather conditions students use is a supporting factor (Djamarah, 2002: 13).

In addition, Ali and Ansori strengthen factors that influence the learning process that are broadly grouped into internal and external factors, as follow: (1) the internal factors are: (a) interest, (b) motive achievement (c) courage to take risks, (d) resilience in facing challenge, (f) persistence or fighting power in overcoming difficulties arising, (2) the external factors are: (a) maximum opportunity to develop themselves, (b) facilities and infrastructure, (c) support and encouragement of parents or family, (d) neighborhood residence, (e) parenting patterns of parents (Ali and Asrori, 2010: 81). From the factors that influence the learning process above, it can be concluded that the learners difficulties in learning process is influenced by factors that make the students to not total or lack of interest in following the learning process.

The Nature of Language

The word 'grammar' is taken from Latin "*grammatike* (*tekhnē*) to refer word "(art) of letters," or referring both to philology and to literature in the broadest sense, also "(magic) incantation, spells, mumbo-jumbo (Douglas, 2018). In general, grammar is knowledge concerning how to create and organize the word. It is the significant point of languages. Hence, grammar is crucial aspect for the learner to know and master it. There are some experts who give the quotation pertaining to grammar. Douglas explained grammar is the rule by which put together meaningful and section of language to comvey massages that is comperhasible (Douglas, 2001). Wider, he express it is some part of language and can shift in every era but it always has good revolution, and finally the important thing about grammar is to help user understand in language functions (Douglas, 2001: 9). Suryadi and Junaida stated that grammar is the sound or sound pattern, it the basic component of the meaning such as words, and the instruction combine them to form a new sentences (Junaidi and Suriyadi, 2007). So that grammar is the design word, if it is collected by several word will have a new meaning or interpretation, and it can be able send a messege and sharing informations (Junaidi and Suriyadi, 2007: 1). We can draw simple conclusions, grammar is how to arrange words both in the form of speech and writing in the use of certain languages, in other words this is a rule used in communication, in English changes in grammar can change the form and meaning of words or sentences.

The Importance of Learning Grammar

After comprehending the definition above, it is not difficult for us to understand why grammar is helpful and important to be studied. Without understanding grammar, he/she cannot be expression to have learnt because grammar guide us how to arrange and use language. (Celce-Murcia, 1991) states that grammar instruction is section of language teaching since grammar connecting with meaning, social function, discourse or a combination of these rather than standing alone as an autonomous system to be learned for its own sake. Next, Celce-Murcia and Freeman stated that grammar is important lesson to be delivered because it real influence students' performance in basic skills, that are listening, speaking, reading, and writing skill (Murcia and Freeman, 1999: 2). Moreover, Thornburry also defines that students are expected in grasp or mastering spoken and written English, they must be familiar with the system rule of grammar of a target language since it is a device for arranging meaning (Thornburry, 2002: 4).

According to (Greenbaum and Nelson, 2002:1) grammar is a set of rules for combining words/FMs into larger units and sentence as well and is a central component of language. Furthermore, the importance exploring grammar in discourse is expected to teachers to take an approach like the motivation, intention, and purpose of the communicators (Dontcheva-Navratilova, 2013).

Active and Passive Voice

The passive and active is arranged by putting the verb **to be** into the same tense as the active verb and appending the past participle of the active verb. The subject of the active verb becomes the 'agent' of the passive verb, the agent is very often not mentioned, when it is mentioned it is preceded **by** then positioned at the end of the clause (Carling and Jervis, 2003: 2).

Active   : My uncle planted this tree.

Passive   : This tree was planted **by** my uncle

Active voice is a sentence model where the subject does the job and passive voice is a sentence model where subject to work by object sentence. Active voice formula is more commonly used in our daily life compared to passive voice form. Nevertheless, we often find passive voice form in formal written like as in newspapers, articles, magazines, and scientific papers. It is used because the object of active voice is more significant informations than the subject (Kusnadi, 2011: 284). According to Rizka and Hidayati active voice form is used to indicate that the subject is doing an activity, so the subject is the perpetrator of the activity, and passive voice form is used to shows that the subject is not the actor but the recipient of the activity (Rizka and Hidayati, 2015: 63).

Active and passive voice formula refers to the form of a verb that indicates when a grammatical subject performs the action or is the receiver of the action, when a sentence is written in the active voice form, the subject makes the action, and in the passive voice form the subject accepts the action (Murray and Rockowitz, 1974: 6). In brief, there are 10 types of active and passive voice tenses that are generally well-known, they are: 1. simple present tense, 2. present continuous tense, 3. simple past tense, 4. past continuous tense, 5. past perfect continuous tense, 6. simple future tense, 7. future continuous tense, 8. past future tense, 9. past future perfect tense, and finally 10. to infinitive.

RESEARCH METHODOLOGY

Research Design

According to Moleong, qualitative research makes use of open interviews to examine and understand the attitudes of individual people's views, feelings and behaviors (Moleong, 2010: 44). Related to this research, qualitative approach is rooted in the natural setting as a entire, to depend on humans as a research tool, conducting inductive data analysis, directing its research targets on finding theories from the bottom, descriptive, study with focus, has a set of criteria to verify the validity of data, research design is temporary, and the results of research agreed by both parties, namely researcher and research subjects (Moleong, 2010: 61). Qualitative method is used because this method is easier to give real condition of describing at the field. In doing this research, the researcher search and explain about shape and used qualitative method in order to describing more dominant difficulties that faced by the students in changing active to passive voice form. A case study is also used to collect data by disclosing the data and describing events, phenomena which occurs in the field as it is, in research on An Analysis On Students' Difficulties In Changing Active To Passive Voice Form At Fourth Semester Students Of STAIN Gajah Putih Takengon Aceh In 2017/2018 Academic Year, the researcher collect the data and facts that related to the research problem. The researcher will do research in unit A of Fourth Semester in English Department students from Thursday 15th of Februari 2018 to Thursday 28th of July 2018.

Source of Data

The technique of determining the respondents that used in this study is by purposive sampling technique, is meant by purposive sampling is the selection of samples based on certain characteristics that are considered to have relation with the characteristics that have been known previously (Ruslan, 2006: 156). The subjects of the study that consist of one unit is at fourth semester students. There are 30 students who studied at fourth semester students of English Department Sekolah Tinggi Agama Islam Negeri Gajah Putih Takengon Aceh, the researcher determining the students at fourth semester, because at the same time as this research they were also entering the material about active and passive voice on Englsih grammar, so in this research, the researcher are very consistent to know and to find the results of the analysis carried out on the subject, and the researcher will observe to the contented data is found well.

The Techniques of Data Collection

In order to get the data from the students, the writter used a descriptive method and triangulation of three kinds of instruments, that is: observation, interview and documentation technique.

FINDINGS AND DISCUSSION

In this study the researcher analyze each question form test sheet about active and passive voice at fourth semester and to get the data needed by the researcher in this study, the investigator conducted interviews, observations, and data collections. There are 10 types of active and passive voice tenses that are generally well-known, but in this research, the researcher is only using 6 types of active and passive voice tenses, there are past continuous tense, future continuous tense, past perfect tense, past perfect continuous tense, past future perfect tense, and to infinitve, if compared to other types of tenses, it aims to know and find difficulties that are really faced by students', the researcher have concluded that the use of this type of tenses is quite difficult, because the researcher wants to get the desired analysis results that are appropriate based on the research title.

1. **The Result of Observation**

In obtaining the truth in doing research, many ways that the researcher to the quality of the results of the research is near perfect and can be used as a reference, so the researcher do the observation as one of the technique collecting data, that can gives perfect data. While the researcher done a research in documentation stage, the researcher observed at the class room while the students' do the test sheet. It was held at fourth semester of STAIN Gajah Putih Takengon. That consists of 30 students'. The test sheet divided to all students' and all students' focus on answering the questions of test. But before this, the researcher also be done in observation first to the students'.

Moreover in this research the observation was stressing on changing active to passive voice that have difficulty faced by students', the researcher thought is the main point important to be observed. Includes also students' activity in answering the test, lecturer words in answering the interview list and feedback both of them from the result of observation found that.

Table 1. Students' observation sheet

No	Indicator	Categories		
		Yes	No	Note
1	Students' are enthusiastic in learning English grammar, especially active and passive voice.	√		
2	Students' can improve understanding-with lecture method.	√		
3	Students' ever read the others references in learning English grammar, especially active and passive voice form.	√		
4	Students' like active and passive voice-lesson.	√		
5	Students' have difficulty in learning active and passive voice, especially in changing active to passive voice in past continuous tense.	√		
6	Students' have difficulty in learning active and passive voice, especially in changing active to passive voice in future continuous tense.	√		
7	Students' have difficulty in learning active and passive voice, especially in changing active to passive voice in past perfect tense.	√		
8	Students' have difficulty in learning active and passive voice, especially in changing from active to passive voice in past perfect continuous tense.	√		
9	Students' have difficulty in learning active and passive voice, especially in changing from active to passive voice in past future perfect tense.	√		
10	Students' have difficulty in learning active and passive voice, especially in changing from active to passive voice in to infinitive.		√	
11	Students' have the problem in arranging the sentence in active and passive voice form.	√		

Based on the result observation sheet above the students' dominant felt difficulty in changing active to passive voice form especially in changing active to passive voice in past continuous, changing active to passive voice in future continuous, changing active to passive voice form in past perfect, changing active to passive voice form in past perfect

continuous, changing active to passive voice in past future perfect, and the students' also felt difficult in arranging the sentences, but did not really felt difficulty in to infinitive.

2. The Result of Interview

Data acquisition is very important, interview become data collection methods that are easy and effective, because interview can provide information directly from the subject. So is strongly support the acquisition of data and result. The researcher done interview used structured interview. This technique use to complete the data of this research. The researcher is only interviewed the Grammar lecturer, because related to the materials of this research. The researcher also interviewed the students' because related to the research as subject, because with the answering of lecturer can make convince the researcher with the description of students' difficulties.

The descriptions from interview result above are for the first question the researcher asked to the lecture about enthusiasm students' in learning English grammar especially grammar active and passive voice. The lecturer answered that, the students' are eager to study grammar, it can be seen from their enthusiasm in paying their attention to the topics of grammar given, and their enthusiasm is very well. The researcher asked the lecturer about the method that was usually used in teaching learning activity. The lecturer used the combination between students' centered and lecturer centered teaching. Then, the researcher asked the books are used in grammar course that includes active and passive voice, the lectured answered there are some references books, such as books published by cambridge and oxford, but the lecturer used his own handout in classroom activity, it is designed to make students' understand easily.

Furthermore, the researcher asked the way or technique in teaching active and passive voice. The lecturer answered that the first, student must be able to comprehend tenses and its application, such as formula and its changing from active to passive. The lecture used student centered learning for the technique, in this case students' are forced to do exercises as many as possible and identity what kind of tense it is. Afterwards the researcher asked the ability of students' in learning active and passive voice, especially in changing some of them. The lecture answered that are some of them are well-appreciated, and some of them need to lift up their quality.

Later, the researcher asked about the lecturer's difficulties in teaching active and passive voice. The lecturer answered that are students' still weak in understanding of tenses. Then, the researcher asked about the solution to overcome students' difficulties in

learning active and passive voice form. The lecturer answered that students' should be more in addition to practice in understanding of tenses. Afterwards, the researcher also asked about the lecturer's expectation to the students'. The lecturer answered that they are able to comprehend passive voice and its applying in daily communication.

Based on the result of interview with the lecturer above, the researcher has found a keynote about the difficulties of learning active and passive voice form, especially in changing active to passive voice. There are important answered from the lecturer that are students' still weak in understanding of tenses and students' should be more in addition to practice in understanding of tenses.

Meanwhile, the descriptions from interview result above with the students', the researcher asked are there difficulties in active and passive voice. The students' answered that yes, there are so many difficulties. Like when you decided the tenses, and when you use was, were, had, has or have. Then, the researcher asked why the students' have to learn active and passive voice in grammar. The students' answered so that we can know and distinguish between active and passive voice and increase the ability in communication. Afterwards, the researcher asked the solutionts about learning active and passive voice. The students' answered that I think the solutions are we have to be able identifying the tenses and understand the functions of active and passive voice.

Based on the interview results from students' above, there are important suggestions that answered from the students' that are, so that the students' can know and distinguish between active and passive voice and increase the ability in communication and the solutions are students' have to be able identifying the tenses and understand the functions of active and passive voice.

3. Result of Documentations Data

Table 2. Sum of error item

No	Test Items	Sum of Error Items
1.	Modifying active to passive voice in past continuous tense	108
2.	Modifying active to passive voice in future continuous tense	89
3.	Modifying active to passive voice form in past perfect tense	60
4.	Changing active to passive voice in past perfect continuous tense	82

5.	Changing active to passive voice in past future perfect	87
6.	Changing active to passive voice in to infinitive	35
	TOTAL	**461**

There are 10 types of active and passive voice tenses that are generally well-known, but in this research, the researcher is only using 6 types of active and passive voice tenses to analysis. From the table above, it concluded that changing active to passive voice in past continuous is the highest difficulty there are 108 error items. Then, the difficulty is changing active to passive voice in future continuous, there are 89 error items. The next difficulty is changing active to passive voice in past future perfect, there are 87 error items. Afterwards, the difficulty is changing active to passive voice in past perfect continuous, there are 82 error items. Furthermore, changing active to passive voice in past perfect, there are 60 error items. And the last one difficulty is changing active to passive voice in to infinitive with 35 error items, it mean that the lowest of passive voice sentences are changing active to passive voice in to infinitive compared to the others form of passive voice. Every one of students' was given 20 item numbers of test that consists of active voice items. It means there are 600 items that collected with 30 students'. From the total items acquired by giving the students' tests focused on modifying active to passive voice form, then the researcher collected 461 error items.

Data Display

Based on the result observation sheet above the students' most dominant felt difficulty in changing active to passive voice especially in modifying active to passive voice in past continuous, changing active form to passive voice in future continuous, changing active to passive voice in past future continuous, changing active to passive voice in past perfect continuous, and changing active to passive voice in past perfect. Meanwhile, on changing active to passive voice in to infinitive most of the students' have no difficulty in answering, but some of them find difficult to answer it.

Based on the interview results from lecture, there are important answered from the lecturer that are students' still weak in understanding of tenses and students' should be more in addition to practice in understanding of tenses in order to makes better.

Based on the interview results from students', there are important suggestions that answered from the students' that are, so that the students' can know and distinguish between active and passive voice and increase the ability in communication and the solutions are the students' have to be able identifying the tenses and understand the functions of active and passive voice.

It can be concluded from the field test all forms of passive voice in tabulating assert that the highest difficulty the students' in changing active to passive voice form, according to the students' test is changing active to passive voice in Past Continuous sentences.

Table 3. Most dominant difficulties of results

Instruments		
Documentation	**Interview**	**Observation**
a. Answering the test in changing active to passive voice, b. Changing active to passive voice in Past continuous.	a. Changing active to passive voice in Past future perfect, b. Practice in understanding of tenses .	Changing active to passive voice in: 1. Past continuous tense 2. Future continuous tense 3. Past perfect tense 4. Past perfect continuous 5. Past future perfect tense 6. to infinitve.

After displaying the data researcher make the verification for the research. Besides that the verification also make to identify whether the purpose in this research completly find out or not. Verification or drawing conclusion all the data coming from active and passive voice. After, data displaying we can concluded that the big influence from the difficulties of students' in changing active form to passive voice form on observation, interview, and documentation is past continuous.

Afterwards, changing active to passive voice in past future perfect is the second difficulty that faced by the students'. Then, modifying active form to passive voice form in past perfect continuous is the third difficulty faced by the students'. And then, modifying active form to passive voice form in future continuous is the fourth difficulty that faced by the students'. Furthermore, modifying active form to passive voice in past perfect is the fifth and the last one is changing active form to passive voice in to infinitive

is the medium to identifying than the others forms. And in the percentages the conclusion of the difficulties in changing active to passive voice form from the test results are passive voice in past continuous 108 (23 %), passive voice in future continuous 89 (19.5 %), passive voice in past future perfect 87 (18.5 %), passive voice in past perfect continuous 82 (18 %), passive voice in past perfect 60 (13 %), and passive voice in to infinitive 35 (8 %).

Based on analysis data above that in this research the researcher found that some of the students' are still have limitation comprehending of passive voice form especially in modifying active form to passive voice in grammar at fourth semester students' of STAIN Gajah Putih Takengon Aceh.

CONCLUSIONS

Based on the research finding and after consideration, the researcher makes the conclusions of this research as (1) the general conclusion that can be drawn is most of students' felt at fourth semester of English Department of STAIN Gajah Putih Takengon difficult in changing active form to passive voice, it is shown from the results of observation, interview, and documentation. Moreover, the result of the research shown that students' difficulties in changing active to passive voice was in unsatisfactory level which is concluded based on the data obtained from the results of the analysis that has been carried out of English Department at STAIN Gajah Putih Takengon. In addition, this research is only focused at fourth semester students' of English Department of STAIN Gajah Putih Takengon, the researcher found that some of the students' are still have limitation comprehending of passive voice, based on the results obtained in the percentages the conclusion of the difficulties in changing active form to passive voice from the test results are passive voice in past continuous 108 (23 %), passive voice in future continuous 89 (19.5 %), passive voice in past future perfect 87 (18.5 %), passive voice in past perfect continuous 82 (18 %), passive voice in past perfect 60 (13 %), and passive voice in to infinitive 35 (8 %). (2) Generally there are 10 types of active and passive voice tenses that are generally well-known, but in this research, the researcher is only using 6 types of active and passive voice tenses, there are past continuous tense, future continuous tense, past perfect tense, past perfect continuous tense, past future perfect tense, and to infinitve. Based on the result of research in observation and interview, the lecturer taught passive voice using combination between students' centered

and lecturer centered teaching. The most dominant difficulties was found in form of past continuous tense by passive voice. Because as long as they study and answer the tests in changing active to passive voice, they still use tools such as electronic dictionaries, and other tools, this showns that they are very difficult to face practice, especially in English grammar, so they are not able to understand well. This research shown that the skill some of students' is fairly well, but some of students' it is need more practice and learn more about passive voice in order to be able mastery of passive voice in realm of grammar perfectly.

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