

Analyzing Students' Skills in Using Passive Voice Simple Past Tense at Second Grade of High School

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Abstract: *This study investigates the ability of second-grade students at MA Da'watul Khaer Kumbak Luah to use the Passive Voice in the Simple Past Tense and the obstacles they face in the learning process. Employing a descriptive qualitative research design, data were gathered through observations, interviews, questionnaires, and documentation. Findings reveal that students' mastery of the Passive Voice in Simple Past Tense is predominantly low to moderate. Students commonly struggle with distinguishing between active and passive structures, selecting appropriate forms of the verb to be, and recalling past participle (V3) forms. Internal challenges include low grammar mastery, minimal motivation, and lack of independent learning, while external factors encompass conventional teaching methods, limited media, and restricted use of technology. The study emphasizes the need for innovative, interactive teaching strategies, contextualized modules, and the integration of technology-based learning tools. These interventions are expected to enhance learners' competence in constructing and applying Passive Voice structures accurately..*

Keywords: *student skills, passive voice, simple past tense, grammar learning, learning obstacles*

Abstrak: Studi ini menyelidiki kemampuan siswa kelas dua di MA Da'watul Khaer Kumbak Luah untuk menggunakan Passive Voice dalam Simple Past Tense dan hambatan yang mereka hadapi dalam proses pembelajaran. Dengan menggunakan desain penelitian kualitatif deskriptif, data dikumpulkan melalui observasi, wawancara, kuesioner, dan dokumentasi. Temuan mengungkapkan bahwa penguasaan siswa terhadap Passive Voice dalam Simple Past Tense sebagian besar rendah hingga sedang. Siswa umumnya kesulitan membedakan antara struktur aktif dan pasif, memilih bentuk kata kerja to be yang tepat, dan mengingat bentuk past participle (V3). Tantangan internal meliputi penguasaan tata bahasa yang rendah, motivasi minimal, dan kurangnya pembelajaran mandiri, sementara faktor eksternal meliputi metode pengajaran konvensional, media yang terbatas, dan penggunaan teknologi yang terbatas. Studi ini menekankan perlunya strategi pengajaran yang inovatif dan interaktif, modul kontekstual, dan integrasi alat pembelajaran berbasis teknologi. Intervensi ini diharapkan dapat meningkatkan kompetensi peserta didik dalam membangun dan menerapkan struktur Passive Voice secara akurat.

Kata kunci: keterampilan siswa, kalimat pasif, bentuk lampau sederhana, pembelajaran tata bahasa, hambatan belajar

1. INTRODUCTION

Mastering a foreign language, particularly English, is essential in the era of globalization as it provides access to academic, professional, and cultural opportunities [1]. English grammar plays a crucial role in language acquisition, and among its core aspects, the passive voice is considered challenging due to structural contrasts with Bahasa Indonesia [2]. Specifically, the Simple Past Tense in passive constructions requires students to apply rules involving the auxiliary verb *was/were* and past participles, which differ significantly from Indonesian syntax.

Previous research has identified that Indonesian students often face persistent errors when dealing with passive forms, especially with irregular verbs [3]. These issues are compounded by the lack of sufficient contextual practice and limited use of interactive media, which restricts students' ability to internalize grammatical patterns [4]. At MA Da'watul Khaer, where English is taught both formally and extracurricularly, many students demonstrate competence in vocabulary and communication but show weakness in grammar, particularly passive constructions.

This study is significant as it not only analyzes students' skills but also identifies pedagogical challenges that hinder effective mastery. By addressing these gaps, the research contributes to improved instructional design, resource allocation, and learner engagement. It further provides insights into how contextual and interactive approaches can enhance grammar acquisition in secondary education.

Ultimately, this investigation aims to provide actionable recommendations for teachers, curriculum developers, and researchers to foster better grammar learning outcomes. A focus on passive voice in the Simple Past Tense is justified as it reflects both a core component of English grammar and a persistent area of difficulty for learners in Indonesia.

2. RESEARCH METHOD

This study employed a descriptive qualitative design to capture a comprehensive understanding of students' skills and learning barriers. The participants comprised 40 second-grade students of MA Da'watul Khaer, supported by English subject teachers and extracurricular instructors. Data were collected using four instruments: (1) classroom observation, to record

student participation and teacher practices; (2) semi-structured interviews with teachers and selected students; (3) questionnaires distributed to 25 students, focusing on understanding, motivation, and media use; and (4) documentation, including photographs and learning materials.

Data analysis followed Miles and Huberman's framework of reduction, display, and conclusion drawing [5]. Triangulation of sources and methods ensured data validity. Observation captured classroom dynamics, interviews explored perceptions and challenges, questionnaires provided quantifiable trends, and documentation validated findings.

3. RESULTS AND DISCUSSION

3.1 Results

Observations showed that classroom participation was low, with students displaying hesitation in responding to teachers' questions on passive voice forms. Interviews with teachers highlighted recurring errors in differentiating active and passive sentences, incorrect usage of *was/were*, and difficulties recalling past participles. Questionnaire data revealed that 64% of respondents claimed partial understanding of passive forms, but most continued to commit structural errors during assessments. Documentation confirmed reliance on conventional textbooks and minimal use of digital or interactive media.

Table 1. Summary of Questionnaire Results

Indicator	Strongly Agree	Agree	Disagree	Strongly Disagree
Students understand passive voice	0%	64%	32%	4%
Media supports learning	20%	64%	16%	0%
Teachers use technology	4%	36%	48%	12%
Students study independently	12%	36%	48%	4%

These results suggest that while some exposure exists, mastery remains limited. External constraints such as monotonous teaching and lack of varied exercises negatively affect motivation. This aligns with studies by Suhartini [3] and Nurhaliza et al. [4], which emphasize the role of interactive methods and supportive environments in improving grammar learning.

3.2 Discussion

The predominance of low to moderate skills reflects both cognitive and pedagogical issues. Cognitively, students' limited grammar foundation impedes their ability to apply structural rules. Pedagogically, reliance on traditional methods without technology integration reduces engagement. Comparative studies demonstrate that contextual teaching methods significantly improve outcomes [6]. Thus, adopting communicative, project-based, and technology-enhanced strategies is essential. Additionally, teachers should design contextualized modules that align with learners' real-life experiences, making grammar instruction more meaningful.

The findings of this study reveal significant insights into the students' skills and perceptions regarding the use of the passive voice in the simple past tense at the second grade of MA. The data obtained from the questionnaire highlight both strengths and challenges in their learning process. The results show that 64% of students agree that they understand the passive voice, while 32% disagree and 4% strongly disagree. This indicates that a majority of the students possess a general understanding of the grammatical structure, but a considerable minority still struggles. The presence of 36% of students who express some level of disagreement suggests that more instructional support is needed. This difficulty might be linked to the complexity of transforming active to passive structures in the past tense, which often involves both auxiliary verbs and past participles.

Regarding the media used in teaching, 20% of students strongly agree and 64% agree that learning media supports their understanding. This positive perception (a total of 84%) indicates that the teaching media applied in the classroom—such as slides, videos, or visual aids—play an important role in facilitating comprehension. Effective media appear to make abstract

grammatical rules more concrete and engaging, promoting better student participation and retention. However, only 4% strongly agree and 36% agree that teachers use technology effectively in teaching passive voice, while 48% disagree and 12% strongly disagree. This suggests a lack of technological integration in the learning process. In modern educational contexts, technology—such as digital grammar tools, language learning apps, or interactive exercises—can enhance learning outcomes. Therefore, the limited use of technology might contribute to students' partial understanding and reduced motivation in mastering grammatical concepts.

The data show that 12% strongly agree, 36% agree, 48% disagree, and 4% strongly disagree with the statement that they study independently. This indicates that only about half of the students engage in independent study, while the other half rely mainly on classroom instruction. Independent learning is essential for language mastery, especially for grammatical competence, which requires consistent practice and exposure. The low percentage of independent learners may reflect limited self-regulation skills or lack of access to suitable learning resources outside class.

4. CONCLUSION

The study concludes that second-grade students of MA Da'watul Khaer possess low to moderate skills in using passive voice in the Simple Past Tense. Common difficulties include identifying active-passive distinctions, selecting correct auxiliary verbs, and recalling past participles. Internal factors such as low motivation and lack of independent study, combined with external factors like limited teaching methods and media, exacerbate these challenges. Pedagogical innovation, contextual modules, and technology-based learning are recommended to enhance students' grammar acquisition.

5. CLOSING STATEMENT

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