Passive Voices Used in Reading Comprehension on the TOEFL

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Abstract

This study was aimed to find out the frequency of passive voice identified and to describe the types and frequencies of passive voices in reading comprehension texts in TOEFL. This study was applied descriptive qualitative design in analyzing the data. The source of the data was five kinds of selected reading comprehension text in TOEFL. The data used in this study were all of the reading texts consisting the passive voice. The instrument used to collect the data in this study was the researchers as the main instrument and supported by the secondary instrument called a reading test of complete one in TOEFL and table analysis. After analyzing the data, first, there were three types of passive voices called: simple present, past tense and present perfect tense. Second, it was shown: (1) there were 6 times of passive voices in the first reading text containing 1 type in simple present tense and 5 times in past tense; (2) in second reading text, there were 7 times of passive voices found consisting 1 type in simple present, 4 in past tense, 2 types in present perfect tense; (3) there were 2 times of passive voices which was only in present tense; (4) there was 1 time passive voice in simple present; and (5) there were 2 times passive voices in the type of simple present.

Keywords: passive voice, reading comprehension, TOEFL

INTRODUCTION

In language learning, there are different issues that need to be taken into account for successful learning and acquisition of a new language to occur. Grammar is incorporated into the four skills of any language, English included, that must be taught and understood in order to grasp the patterns and rules of that language. Grammatical unit is significant part to be learnt among students in the process of acquiring an English language. Garot and Wignell in (Sandi, Rasyidah, & Donal, 2016, p. 2) grammar is a theory of a language, of how language is put together and how it works. It's mean that the grammar is to construct the idea and put it there together and it will have a meaning. Thus,

Grammar is well-thought-out as the basic of the language that influences the meaning of context being applied.

Since English has much different from Indonesian, for example in functional skills, especially in passive voice. In Bahasa Indonesia rules, it is known that affix "*me-* and *di-*" that just change of active sentence to passive sentence without " to be " and form tenses and it is so easy to understand regarding by Indonesian's students (Sandi, Rasyidah, & Donal, 2016). In a fact, they usually make mistakes or errors in using passive voice in English learning, because in English language of passive voice must know 'to be (is, am, are, was, were, has, had, have been, has been being) as a main verb or auxiliary verb corresponded with the subjects as its attendance in a sentence and about form tenses used in the sentences. So, they always so hard for understanding of passive voice in English learning.

Passive voice is one of the components in English grammar, which is included into a significant part the students have to master in order to be able to communicate both in oral and in written. As it was stated by Cowan (in Basri, 2017, p. 5) that sentences in the form of passive voice are considered as an important part of teaching grammar in whole English language program. However, if they do not have ability to use passive voice, they will never be able to express their feelings or their words in different ways. As it is known that expressing ideas can be stated in active and passive sentences. Both of which create the same meaning, but different usage.

Furthermore, the element of grammar, for instance a passive voice, is mostly found in reading text. Reading is a complex process of human functions which need long process (Shaywitz in Oktarina, 2018). The complexity of reading text in foreign language as a difficult activity as it is seen in the Test of English as a Foreign Language (TOEFL). TOEFL is used as a standardized examination to measure English proficiency of foreign language learners. The complexity in reading comprehension must be mastered well by the students if they want to grammar the sentences, otherwise they will find difficulties in understanding and using it. TOEFL provides students the opportunity to prove the capabilities in mastering English as well (Mufidah, 2012). Achieving high score for this test is not an easy task especially in reading comprehension section. Thus, it is important to comprehend the reading text in TOEFL and its elements such as the passive voice.

The main reason for choosing this topic in this study is that there is still limited discussion about analysis conjunction in reading comprehension of the preparation course for the TOEFL Test. In part, because of the important types of conjunctions, examining the use of conjunctions can lead to an increased understanding of how teaching and learning practices take place in the classroom environment (Fitriyah, 2013). Furthermore, another reason is important to be conducted in case of the preparation for the TOEFL in educational fields. Based on the explanations above, the researcher conducted a research entitled: An Analysis on Conjunction found in Barack Obama's Speech of First Victory Election at Grant Park in Chicago.

Based on that issue the researchers took the problems of the study related to how the students perceived the main discussion of the study about conjunction in reading comprehension. The research question in this research were: (1) How are the frequency of passive voice used in reading comprehension TOEFL used? And (2) What are the types of passive found in the selected reading comprehension found on the TOEFL proposed by Deborah Phillips?

Related to the problems formulated, this study was aimed: (1) To describe the frequency of passive voice used in reading comprehension TOEFL used. And (2) To describe the types of passive found in the selected reading comprehension found on the TOEFL proposed by Deborah Phillips.

LITERATURE REVIEW
Passive Voice

Passive voice is a sentence which emphasizes an object of active sentence as the point of a matter when it turns position into subject of passive sentence. As it was stated by Dunworth (in Basri, 2017) "passive voice is known a sentence which focuses on emphasizing an object of an active sentence rather than subject when it is changed into passive sentence. It is also argued passive voice is a sentence which its verb is concerned to affect the subject in passive sentence (p. 8). In other words, passive voice is a sentence which its subject receives an action from its verb.

The passive voice is a verb form that indicates that the subject of a sentence it suffered as a result of an action or work. The essential components of the English passive voice are a form of the auxiliary verb be (or sometimes get), and the past participle of the

main verb indicate the action. Although the passive voice is less common than the active voice, there are several good reasons to sometimes use the passive. In line with Wang (2010) asserted that "passive voice is not just a derivative of active voice, which is the outcome of people's different meaning expression. Passive voice describes the whole process of certain event from the patient's point of view". In addition, passive voice is an expression of sentence which puts an account on the subject in which the subject comes from the object of an active sentence.

TOEFL

TOEFL is highly recognized language testing in English which is internationally recognized and respected (Warfield, Laribee & Geyer, 2013). TOEFL is used to evaluate the English proficiency of foreign language learners (ETS, 2006, p. 3). With TOEFL test, one could know the English proficiency of students whose English is not their native language. Nowadays, TOEFL is used in many occasions, for instance, those applying for scholarships to continue their study in the English spoken countries. Furthermore, this test is also needed by those who want to apply for a job both in home country and overseas. Even, this test is obliged by universities in Indonesia as a requirement to complete their study and obtain their bachelor certificate (Samad, 2016).

Reading Comprehension on TOEFL

There are several points as the purposes in the reading comprehension in TOEFL in the questions provided. The reading comprehension questions which the TOEFL is test which is usually used to find out a person's ability level of English. This test itself is intended for those who do not use English as a mother tongue, or also countries that use English as a foreign language or also their second language. The TOEFL test consists of 4 parts, namely reading, listening, speaking and writing. In completing reading comprehension, there are many problems experienced by high students. Reading Comprehension courses for difficult reading comprehension sub-skills (Oktarina, 2018).

There are a number of aspects and skills to comprehend the reading text of TOEFL test. Phillips (2003) argued there are five aspects of TOEFL reading comprehension that consist 13 skills. First, questions about the ideas of the passage. This aspect consists of two skills: answering main idea questions correctly and recognizing the organization of ideas. Secondly, directly answered questions. This aspect consists of three skills: answering stated detail questions correctly, finding unstated details, and finding pronoun

referents. Thirdly, indirectly answered questions. This aspect consists of two skills, these are responding to implied and transition questions. The fourth is vocabulary questions which consists of four skills, these are finding out meanings from structural clues, finding word parts, giving meaning for difficult and simple words by using context. Lastly, reviewing questions. This aspect consists of the ability to search for specific information, the tone, purpose, or course.

RESEARCH METHOD

Research Design

This study is conducted by using descriptive qualitative research. It is lined by Fraenkel & Wallen (2006), "Qualitative data of the research are collected in the form of words, phrases, and sentences by using description forms them rather than numbers". Moreover, this study uses a descriptive research which describes the situation to gain information focusing on the current status of the issues and it is pointed to determining of the nature of situation as it exists at the time of study (Ary, 2010). This study is aimed to find out the type.

Instruments

The primary instrument was the researchers. Ary D. (2010), claimed since it is a qualitative study the researcher is the one who called the primary instrument of the research conducted involving a planner, data collector, analyst, data interpreter, and reporter of the research outcome. The researchers use secondary instruments called: first, a reading test of complete one in TOEFL taken from TOEFL books of Longman Complete Course for the TOEFL written by Deborah Phillips. Second, the table analysis was the instrument used.

Source of data and data

Since this research applied qualitative approach, all of the data were in the form of official reading text. The words, phrases and/or sentences in reading comprehension text consist the types of conjunction were the data in this study. Then, the source of data in this research was the reading text in TOEFL proposed by Deborah Phillips in the topic of The Pepper (available on the complete test one).

Data collection procedures

To gain the data in this study, the first step was, printed out the reading comprehension text in TOEFL. The second step, the researcher read the reading comprehension text to make easier in analysis. The third step, the researcher identified the data by giving underline in every passive voice used which seems in the reading comprehension text. The fourth step, the researcher made a list of data classification the passive voices which appeared in the reading comprehension text. Then, the researcher gave codes in every passive voice, and gave description on it. Lastly, the researcher drew the conclusion based on the data findings.

Data analysis

After gaining the data of this study, the researcher did some steps in examining the passive voices found on the reading comprehension text. The first step, the researcher identified and classified every passive voice. The second step, the researcher described the types of passive voices and the frequencies found. Then, the researcher gave descriptions and examined the types of passive voice and its frequency found in the reading comprehension text. The last step, the researcher drew the conclusion based on the results findings concerning the types and the frequency of every passive voice in the data findings.

FINDINGS AND DISCUSSION

After collecting the data, the next step was the analysis of the result findings towards the data found. Then, interpreting all collected data to find out in order to answer the formulated problems of this study consisting the types of passive voices found in the reading comprehension text of TOEFL and their frequencies. The researcher provided the table to show the frequency related to the types of passive voice in the reading texts. The frequency involved the information of how often each type of passive voice found in the reading texts. Moreover, it also showed the descriptions of the passive voice found on the reading comprehension texts. The researchers as the primary instrument gained the data by supporting the table as the secondary instrument in order to describe the types and the frequencies of passive voices found in the reading comprehension as below:

Table1 Types and Frequencies of Passive Voices

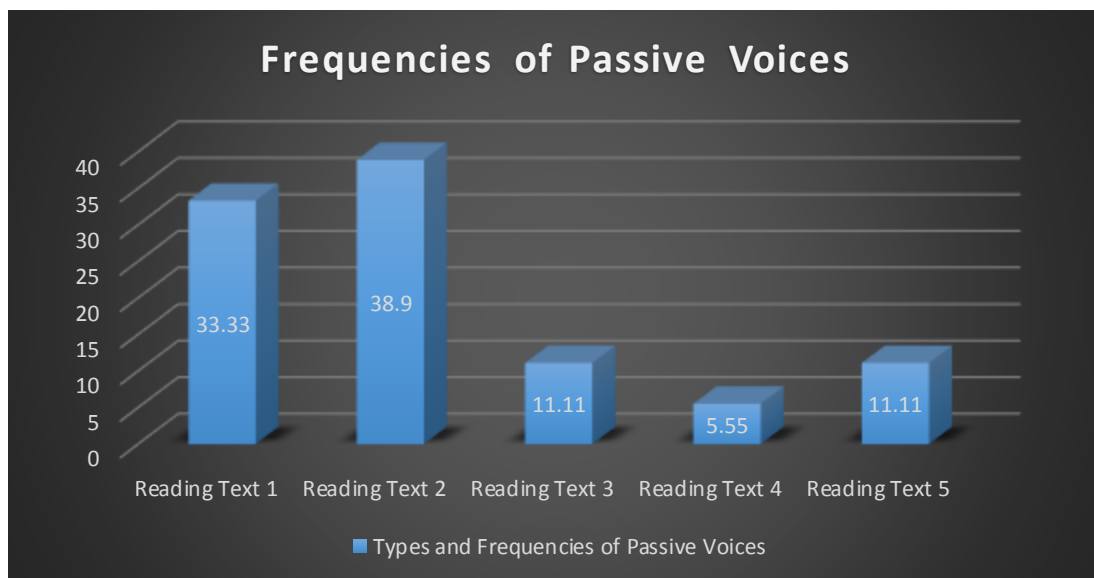| No.	Types of Passive Voices in Reading Comprehension Texts		Frequency	Total	Percentage
1.	Reading Text 1	Simple Present	1	6	33.33 %
		Past Tense	5		
2.	Reading Text 2	Simple Present	1	7	38.90 %
		Past Tense	4		
		Present Perfect	2		
3.	Reading Text 3	Simple Present	2	2	11.11 %
2.	Reading Text 4	Simple Present	1	1	5.55 %
3.	Reading Text 5	Simple Present	2	2	11.11 %
Total				**18**	**100.00%**

Figure 1. Frequencies of Passive Voices

Based on the table 1 and the figure 1, it shows that there are three types of passive voices found in the reading comprehension texts which is available on the complete test one proposed by Deborah Phillips. They are: (1) simple present tense, (2) past tense, and (3) present perfect tense. They were distributed as the findings in every reading comprehension text as follow:

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First, in the reading comprehension text 1, there were two types of passive voices found called simple present which was occurred 1 time and past tense was 5 times. The total was 6 times (33.33 %). Then, the reading comprehension text 2, there were three types of passive voices found namely present tense, past tense and perfect tense. The simple present passive voice was in 1 time, 4 times for past tense and 2 times in present perfect. The total was 7 times (38.90). Third, the reading comprehension text 3, there was one type of passive voice called simple present tense which occurred in 2 time (11.11 %). After that, there was only one type of passive voice found in the reading comprehension text 4 which was in the form of simple present tense. It was happened only 1 time (5.55 %). Lastly, there was one type of passive voice in the form of present tense and its frequency was 2 times (11.11 %).

Passive voice is a sentence which emphasizes an object of active sentence as the point of a matter when it turns position into subject of passive sentence. As it was stated by Dunworth (in Basri, 2017) passive voice is described as a sentence which focuses on emphasizing an object of an active sentence rather than subject when it is changed into passive sentence. In addition, it is argued passive voice is a sentence which its verb is concerned to affect the subject in passive sentence. Concerning to the research findings of this study, there were three types of passive voices found in the reading comprehension text of complete test one namely: (1) simple present tense, (2) simple past tense, and (2) present perfect tense. Simple present tense of passive voice found 7 times among the types of passive voices in the reading comprehension. Meanwhile, the type of passive voice in the form of past tense was found 9 times. Lastly, there were 2 times of present perfect form of passive voice in the reading texts TOEFL of complete one. Concerning to the types of passive voice as the first formulated problem, it is said that the most passive voice used in the reading comprehension was past tense (9 times). It was followed by present tense in 7 times found. The third was in the form of present perfect which was occurred 2 times.

Answering the second formulated problem consisting the frequency of passive voice used, there were 18 times of the passive voices used in reading comprehension TOEFL. In the reading comprehension text 1, there were 6 times (33.33 %) of passive voice applied. Then, reading comprehension text 2 had 7 times (38.90 %) of passive voice used. Meanwhile, in the reading comprehension text 3, there was 2 times (11.11 %) of

passive voice found. After that, there was only 1 time (5.55 %) passive voice in the reading comprehension text 4. Lastly, the frequency of passive voice was 2 times in the reading comprehension text 5. Means that the most frequency of passive voice found among five reading comprehension texts was found in the reading comprehension text 2 which was occurred 7 times (38.90 %).

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the data examined and the findings of this study, the researchers determined the result of the research question consisting the types and the frequencies of passive voice found in the reading comprehension text of TOEFL as follow:

There were three types of passive voices found in the reading comprehension texts which is available on the complete test one proposed by Deborah Phillips consisting: (1) simple present tense which found 7 times among the types of passive voices in the reading comprehension, (2) past tense was applied was found 9 times, and (3) present perfect tense was 2 times.

The frequency of passive voice used, there were 18 times of the passive voices used in reading comprehension TOEFL. In the reading comprehension text 1, first, there were 6 times (33.33 %). second, reading comprehension text 2 was in 7 times (38.90 %). After that, there was 2 times (11.11 %) of passive voice found in the reading comprehension text 3. Meanwhile, there was only 1 time (5.55 %) passive voice in the reading comprehension text 4. Lastly, there was 2 times in the reading comprehension text 5.

Suggestions

This part presented some suggestions that will hopefully give a deeper understanding directed to:

a. Teachers

The researcher hopes that this study can provide English teachers with clear understanding and provide their students more practices in using of passive voice so the students will have a better comprehension English lesson of passive voices and their types in the learning process.

b. Students

The English students can enrich their understanding the types of passive voices. It is also projected that the students have other meaningful information about the types of passive voices. In a short, they will be to learn English in learning process involving their activities of practicing the exercises given by their teachers.

c. Other Researchers

The results of this study have additional information to explore conducting further researches about similar topic related to this study. However, it is also suggested the other researchers can conduct the similar discussion about the types of passive voices and their functions by implementing in similar or different research design.

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