THE IDEA OF DELIVERING PASSIVE VOICE AS TEACHING MATERIAL BY USING INTEGRATED STEPS

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ABSTRACT

Some students tend to face difficulties when they are trying to change active sentences into the passive ones. The difficulties come from several problems, such as the students do not know the parts of the sentence, do not recognize the tense of the sentence, or they are still confused how to apply the form that changes the active sentences into the passive sentences. To help the students with those problems, arranging integrated steps that show them how to change the active voice into the passive ones are considered to be a good idea. The integrated steps in this case are started by dividing the parts of the sentence that helps the students to know which subject, predicate and the object of that sentence. Then the students will place the object of the sentence as the subject of the passive sentence. The next step, the student must decide the verb be of the passive sentence by referring the tense of the active sentence and whether the subject of the passive sentence is plural or singular. After that, students change the verb in active sentence into past participle and use it as the verb for passive voice. Then the students can extend the sentence if it is necessary to show the actor in passive sentence by using word 'by'. Finally, if the sentence is extended, the students use the subject of the active sentence as the object in passive voice. By using the integrated steps is hoped that the students will understand how to change active sentence into the passive ones efficiently.

Keyword: passive, active, sentence, integrated, steps

INTRODUCTION

To create communication people need to deliver sentences. The sentences that make the communication occurs consist of both   active and passive voices. Generally, people use active sentences when they are speaking. People rarely use passive sentences when they are doing oral communication related to daily interaction they do every day. When learning English, students are informed that the main function of passive sentences is to explain a procedure. On written language, a procedure usually is explained in passive sentences. Besides that, passive sentences are normally used by the researchers when they try to explain their idea or what they have found in a research on articles.

In my teaching experiences, I found that many students who have elementary or intermediate English skill tend to have difficulties to produce passive sentences when they must complete their writing with passive voices. The students are facing the difficulties as the result that they do not well understand the rules that they oblige to know in order to be able to create passive voices. Before the students know how to create passive voice, they must know some grammar rules that can support their effort to learn how to be able to produce correct passive voice based

on its tense.

Understanding how to create passive sentences are one of the teaching themes that needs students' good understanding of some grammar materials that can support students' comprehension when they are trying to find out how a passive sentence is actually produced. The first thing the students need to have before they can produce passive sentences is knowing the parts of speech of the active voices. If the students are not able to divide an active sentence based on its parts of speech, it is impossible for them to be able to produce passive voices correctly. To be able to recognize parts of speech in active voice, students can acquire it through grammar and reading activities. Grammar activity can help students to understand sentences by building simple and complex sentences. Reading activity enriches students to get better understanding related to more complicated parts of speech in some types of sentences. The ability of producing correct sentences can support students' skills in writing and reading.

In foreign language acquisition countries, most students get knowledge of written language through grammar lesson. When teaching grammar, teacher can deliver it deductively or inductively. Through previous investigation, most experts consider inductive way in teaching grammar can give better result than teaching it deductively. Related to this case, the finding shows the reason why teaching grammar in inductive way is better than the deductive one because the inductive way can show the students the functions of the grammar from the context provided by the text that the students are discussing. In teaching grammar deductively, the teacher explains the functions and rules of the grammar through some individual sentences that are combined to create contexts in a text. In this case, teacher directly explains the forms that the students must follow to create the sentences and the functions when the students need to create them. In his explanation, teacher provides some sentences to support the forms and the functions of the tenses.

In our country, which is considered as one of the foreign language acquisition countries, students learn English with some inhibitions. The most inhibition that makes students get difficulty to learn English effectively in our country is: most schools, especially government schools, are filled with too many students. The big number of the students in each classroom causes students' lack of concentration in trying to understand lesson materials which are being delivered to them.

In dealing with such situation, most teachers who teach consider that deductive way is the most suitable teaching approach to be delivered in order to explain the grammar lesson since it is proven to be more effective based on previous teaching experiment (Nurilhuda, 1999). Deductive way of teaching related to this case provides teachers uncomplicated steps of teaching. Teachers only do the simple explanation by telling the form and the function of the language structure, tell the students to do the exercises and discuss the exercises that the students have done. Teachers also tend to think that the deductive way is more efficient to be delivered for the students whose English background are in elementary level, while for those

who have already reached upper levels can be better facilitated with inductive way because they normally have better knowledge of grammatical forms and functions that make the teacher easy to explore the text while explaining all grammar items which cover it.

Based on the background above, the writer has designed a way of teaching to explain passive voice material by exploring some integrated steps (Nunan, 1988). These steps are considered to be useful for the teachers to help them to discuss how to change the active sentences into the passive sentences in an efficient way if they must deal with a big number students in a classroom. In delivering this way of teaching, the teacher is suggested to use deductive way since the teaching aid to support it is designed to be more suitable to be applied in such way. The teaching aid that the writer provides to support the teacher in delivering the passive materials is a procedural table that shows how to change the active sentences into the passive sentences. The procedure table gives the teachers references about a step by step that the students can follow so that they can correctly change the active sentences into the passive ones.

LITERATURE REVIEW

Languages, in whatever the countries they apply, must be related to sentences (Hawkins, 1999). People who learn a language means that they learn sentences (Kimura, 2009). How the rules of the language are applied in every country or area in the world are certainly not the same (Gebhard, 2013). The similarity that applied is related to the sentence structure which consists of subject and predicate for the simplest one and with object and adverb for the complete one (Larsen-Freeman, 1991). Besides that, the sentences that applied obviously have their active and passive sentences. Students who learn English certainly know if they want to create a sentence, they must follow the forms and the functions of that sentence (Gass, S. M., & Mackey, 2000). The forms and the functions of the sentences in English are decided based on the tenses which divided based on time when the action happens (Sawaki, 2016). It then becomes an obligation for students who learn English to understand tenses. In order to understand tenses, students need to remember their forms and comprehend their functions (Mart, 2012). Some students do not feel comfortable when they are learning tenses because they need to remember different verbs and different forms. The students who tend to do less effort usually feel frustrated when they are obliged to remember the complicated form of a tense, such as the positive form of Simple Present Tense. When the students fail to understand all tenses in English, they logically will not be able to change the active sentences into their passive ones.

Comprehending all tenses in active voice is not the only aspect that the students should have in order to be able to change passive sentences into the active ones. They still need to understand how to divide the parts of speech in active sentences and how to apply verb be based on the tenses used in the active sentence. To be able to follow the steps that written and explained in the procedural table the students must be able to recognize parts of speech in a sentence, understand what kind of the tense that is used in the sentence, know how to apply the rules related the use of verb be, and recognize the past participle of every verb in English. After

the students comprehend all those aspects, they are considered to have fulfilled the qualifications to follow all integrated steps that cover the procedural table in changing active sentences into the passive ones.
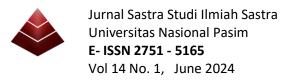
The procedural table gives the students a reference that suggests them to step by step follow several integrated steps to change an active sentence into its passive (Hunter, 2004). The steps guide the students to change an active sentence into its passive. The step is started by dividing the active sentence into its parts of speech. Then, the students will find the object that placed as the subject of the passive voice. After that, the students must decide the verb be that follows the subject based on its tense and whether it is singular or plural. The next step, students write the verb for the passive sentence. The verb comes from the verb in active sentence that the students have changed into past participle (except if the tenses have used past participle in its active sentence). Then the students write the word 'by' before they finally put the subject of the active sentence as the object of the passive sentence. The procedural table is designed to guide the students to produce passive voice by following the instructions on it (Dick, Walter & Carey, Lou & Carey, 2009). The table consists of some columns. The first column informs the students the chronological number of the step. The second column tells the students the activity they should do in each step. The last column provides some additional explanations to the students in order to give them better understanding about what actually they must do in each step.

DISCUSSION

About the Procedure Table

To be able to apply the way of teaching by using procedural table for explaining passive voice, the writer starts his idea by creating the following table:

STEP	ACTIVITY	INFORMATION	RESULT
1	Student divides the sentence based its subject – predicate – object.		
2	Student puts the object of the active sentence as the subject of the passive sentence.		
3	Students puts 'verb be' after they decide based on whether the subject is singular or plural and what tense the sentence represents in.	Present: - I – am, - He/She/It – is - You/We/They – are Past: - I/He/She/I – was - You/We/They – were Perfect: - Have/has been Future and modals:	

			- Be	
4	Students change the verb in active sentence into past participle (If the tense is in perfect tense, the verb remains the same).	Example: - Sing is changed into sung.		
5	Students put 'by'			
6	Student puts the subject of the active sentence as the object of the passive sentence.			

The table is used as a guideline for the teacher to tell the students what to do in every step. The teacher can start the lesson by giving a brief explanation about the procedure table. Then the teacher can apply how the procedure table used in order to help the students change the active sentence into the passive sentence. To show the application of this procedure, the teachers can use some sentences that represent each tense. For example, they can start it from present tense, after that they continue with past tense, perfect tense, and finally with future tense and modals. To show the changing in negative and interrogative passive voice the teacher can give a brief explanation through the examples. The teachers perhaps need to do more effort when they need to explain the progressive forms of changing active sentences into passive sentences.

How to Conduct Learning Process by Using the Procedure Table

Teacher starts the lesson by writing an active sentence in present or past tense and asks the students to change it into passive voice. For example, the active sentence that the students must change from active sentence to passive one is "Kim buys some magazines every week." Then the teacher invites students to try to write their opinions about that task. After some students have tried to give their opinion related to the task, the teacher then discusses the answer of the task with the students. After the discussion and the teacher has told the students the correct answer, he starts to explain to the students how to use the procedure table in order to change the example sentence into the passive sentence.

In the explanation, the teacher starts by explaining how to divide the sentence "Kim buys some magazines every week.'' into its parts of speech. To make all students have the same understanding about what the parts of speech are, the teacher must explain to them that the parts of speech are actually the subject, predicate, object and adverb on a sentence. After the students acquire the meaning of parts of speech, the teacher tells them to find out the subject, predicate, object and adverb of the example sentence. Finally, in the first step, the students find the answer that the subject of the sentence is Kim, the predicate is buys, the object is some magazines, and the adverb is every week.

After the students are able to analyse the sentence's parts of speech, they now find that the subject of the passive sentence is some magazines. Then, for the second step of the procedural table, the students put 'the magazines' as the subject of the passive sentence. The subject of the passive sentence becomes a reference for the students to decide whether the sentence has a plural or singular subject. The number of the subject plays a significant role to decide the verb be that must be put in the passive sentence for the third step of the procedural table.

The third step of the procedural table is to decide the verb be that must be used in the passive sentence. To decide the verb be, the teacher tells the students that they need to review from the

number of the subject and the tense that forms the active sentence. In the example sentence, 'some magazines' as the subject of the sentence is plural form. To make some students who have low background in English, the teacher needs to explain how to convert a noun into its subject. Based on the explanation, the students know that 'some magazines' is converted to 'they' if it is used as the subject in a sentence. The next explanation that the teacher has to do is to tell the students how to decide verb be based on the sentence's form of tense. Related to this case, the teacher has to explain the verb be based on the domains of the tenses. After the explanation, students acquire a knowledge that based on the tenses' domains, verb be has four kinds as the following table shows:
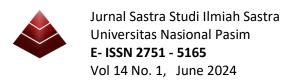
TENSE	VERB BE
PRESENT	IS, AM, ARE
PAST	WAS, WERE
PERFECT	BEEN
FUTURE/MODALS	BE

After the teacher has explained the verb be based on their tense domain, the students with low English background still need to know how to relate the subject and the verb be. In this case, the teacher can explore the explanation by discussing the following table:

PRESENT		PAST		PERFECT		
SUBJECT	VERB BE	SUBJECT	VERB BE	SUBJECT	HELPING VERB	VERB BE
I	AM	I	WAS	I	HAVE	BEEN
YOU	ARE	YOU	WERE	YOU	HAVE	BEEN
WE	ARE	WE	WERE	WE	HAVE	BEEN
THEY	ARE	THEY	WERE	THEY	HAVE	BEEN
HE	IS	HE	WAS	HE	HAS	BEEN
SHE	IS	SHE	WAS	SHE	HAS	BEEN
IT	IS	IT	WAS	IT	HAS	BEEN

FUTURE AND MODALS		
SUBJECT	HELPING VERB	VERB BE
I	WILL/CAN/SHOULD/MUST…etc	BE
YOU		
WE		
THEY		
HE		
SHE		
IT		

After the teacher explain above the verb be that the students must put in the passive sentence, the teacher leads them to decide what kind of tense that the example sentence is formed. In

explaining what kind of tense that the students have to recognize, the teacher can explore the sentence from its adverb of time, form, or function. The example sentence "Kim buys some magazines every week." can be analysed from its adverb of time and form. The words 'every week' and the verb 'buys' in the example sentence can be references that are related to adverb of time and the verb which directly shows the characteristic of simple present tense. After the explanation, students find out that the tense used in the example sentence is simple present tense that leads them to refer present as the domain tense. The last explanation related to the third step is how teacher does the guidance to show the students that the noun 'some magazines' which is converted to the subject as 'they' refers to verb be 'are' in the present tense domain. The students finally get the knowledge that they can decide the verb be in step three of procedural table as long as they understand how to convert the noun as subject, recognize the form of the tense, and know in which that the verb be according to the tenses' domain.

In fourth step the students must be able to change the present or past verb in active sentence into passive sentence. In this activity, the teacher has to remind the students that they have to seriously review to remember the verbs in past participle, especially in the irregular forms. The teacher also gives a description related to how important the ability to remember the verb form changing in English. Teacher's description can open the students' mind to think that what they do related to the whole effort of creating the passive sentence will be useless if they do not remember or put the wrong past participle verb in the passive sentence they produce through the procedural steps. Teacher then invites the students to find out the past participle of the verb 'buys' in the example sentence. The students finally know that the past participle of the verb 'buys' is 'bought' that make them accomplish the task of the step fourth.

The fifth step is the easiest activity. Students only put the word 'by'. Teacher's task in this step only to tell the students that 'by' is used optionally since it is only written when the subject in active sentence is known or important. If the subject is not known or important, the passive sentence they create is finished just until the third step. In the explanation, the teacher also needs to explore in what situation the subject of the active sentence is considered known or important. Since the aim of the procedural table is to tell the students how to change active sentence into active sentence step by step, the writer strongly advises the teacher to apply the whole steps during the explanation and not to finish them until the fourth step only.

The sixth step is the last step where the students put the subject of the active sentence as the object of the passive sentence. In his explanation, the teacher can describe the difference of subject and object in English by using the following table:

SUBJECT	OBJECT
I	ME
YOU	YOU
WE	US
THEY	THEM
HE	HIM
SHE	HER
IT	IT

To make the students with low English background get clear understanding, the teacher can explain it by exploring some sentences related to subject and the object pronouns. Since the example sentence has the name 'kim' as the subject, the students have no obligation to change it into object pronoun. In this case, the students just write directly the name 'Kim' to complete the sixth step of the procedure table.

How the Procedure Table Helps the Students to Produce Passive Voice

After the teacher discusses the answer of each step on the procedure table with the students, the result column of the procedure table with "Kim buys some magazine every week." will be filled as follows:

STEP	ACTIVITY	INFORMATION	RESULT
1	Student divides the sentence based its subject – predicate – object.		*Subject: Kim* *Predicate: Buys* *Object: Some magazines*
2	Student puts the object of the active sentence as the subject of the passive sentence.		*Some magazines*
3	Students puts 'verb be' after they decide based on whether the subject is singular or plural and what tense the sentence represents in.	Present: - I – am, - He/She/It – is - You/We/They – are Past: - I/He/She/I – was - You/We/They – were Perfect: - Have/has been Future and modals: - Be	*are*
4	Students change the verb in active sentence into past participle (If the tense is in perfect tense, the verb remains the same).	Example: - Sing is changed into sung.	*bought*
5	Students put 'by'		*by*
6	Student puts the subject of the active sentence as the object of the passive sentence.		*Kim*

To create correct passive voice from the example sentence "Kim buys some magazines every week.", the students only arrange the result in step two to step six by writing "Some magazines are bought by Kim." As the additional explanation, the teacher tells the students to put the adverb that becomes the parts of the sentences based on its position. The teacher's additional explanation will complete the students' knowledge that helps them to create complete passive sentence by writing "Some magazines are bought by Kim every week."

Creating Negative and Interrogative Passive Sentence by Using Procedural Table

The way how to change negative active sentence into the negative passive sentence can also be used by using the procedural table that the students just learned. In the explanation related to this case, the teachers can give simple extra information to the students by telling them to put not after the verb be or the helping verb. In telling the extra information, the teachers must remind the students that they have to be careful when put the word 'not', because it must be put on directly after the verb be (if they are is, am, are, was or were) or after the helping verbs (if thy are been or be). The teacher can also reveal that the helpings verbs of active negative sentences can be references for the students to decide whether the sentence in the present or past form. The followings illustration shows to the teacher how to explain the changing of negative active sentence into its passive one.

Active negative sentence   : The teacher does not give homework very often.

Step one   : Subject: The teacher

                              Predicate: does not give

                              Object: homework

Step two   : Homework

Teacher tells the students that the helping verb 'does not' has given them the clues that the tense is actually simple present tense. It means the domain of the tense is present. It makes them can directly decide whether the verb be is: is, am or are.

Step three   : is + not (Teacher tells the student to put not after verb be because the active sentence is negative.)

Step four   : given

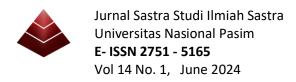Step five   : by

Step six   : the teacher

Positive Passive Sentence   : Homework is not given by the teacher very often.

In explaining the interrogative sentence, teacher can use the following idea to give an easy way for the students whose English background are low. For example, the interrogative sentence is "Do all students visit our school library often?" The teacher just orders the students to follow the six steps they have learnt before. By following those steps, the students will make the sentence into positive passive sentence first. To make it into interrogative sentence, the students just move the verb be or the helping verb that belongs to produced passive sentence at the front of it. To find out how to do this case, the following example will show the teacher the details of the procedure.

Active Sentence   : Do all students visit our school library often?

Step one   : Subject: All students

Predicate: visit

Object: our school

Step two	: Our school
Step three	: is
Step four	: visited
Step five	: by
Step six	: all students
Positive Passive Sentence	: Our school is visited by all students often.

After the students write the correct active sentence, the teacher asks them to move the verb be at the front of the sentence and put questions mark at the end of the sentence. After the students do the instruction, they will find the correct interrogative passive sentence that is changed from the interrogative active sentence which says "Do all students visit our school library often" is "Is our school visited by all students often?"

CONCLUSION

After analysing the process of teaching that the teacher can possibly conduct by using the procedure table in delivering a lesson related to how to change the active sentences into the passive sentences, the writer concludes the method can be applied to all students with different Englis levels who at least have understood the simple sentences using verb be, have remembered the changing of verbs (especially irregular verbs) and understand the forms and function of present, past and perfect tenses. In order to decide whether the students are possibly capable or not when they learn this material, the teacher needs to hold a diagnostic test first. The writer also believes that the deductive way of grammar teaching is more suitable than the inductive one to present the designed procedure table to the students. Finally, the teacher also needs to deliver the lesson with direct verb be after the subject and helping verbs after the subject separately in order not to make the students feel confused and make them fail to understand the teaching materials.

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