

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Descriptive Study

In general, descriptive research aims to describe human behavior, achievement, or performance in a specific context. However, this confusion is compounded by the argument that all research must use a descriptive approach because no research does not describe human behavior or the characteristics of an object in a particular context. In descriptive research, after the behavior or characteristics of the research object are described in detail, the researcher will not generalize to the wider population. So descriptive research only stops until the verbal description of a situation.¹⁴ Like the research that the researcher will make that explains what factors make students difficult in learning English on the Passive Voice material in Vocational High School. Researchers will provide detailed descriptions and provide valid information about the object to be studied.

In descriptive research, sampling generally used is purposive sampling or sampling according to certain criteria. Even in one type of descriptive research called a case study, sampling from a population is not necessary. The researcher determines the object to be studied following the criteria which has installed. For example, when a researcher wants to see how a child is studying homeschooling, the researcher will determine the

¹⁴ Patrisius Istiarto Djiwandono, *Meneliti itu Tidak Sulit: Metodologi Penelitian Sosial dan Pendidikan Bahasa* (Yogyakarta: CV Budi Utama, 2015), 45-46.

object of research, namely the child who is undergoing education at home, then research is carried out. He will not care about the wider population of homeschooling children because his goal is not to share researcher findings with that population. The researcher just wants to describe how a homeschool child goes through researcher learning activities.¹⁵

2. Factors Causing Learning Difficulties

Learning difficulties can occur from a variety of backgrounds. Based on the analysis of education experts, the causes of low quality and student learning achievement are mostly due to the students' weak learning concentration ability. Even though the quality of a learning activity for the optimal learning outcomes of a person depends on the intensity of his learning concentration ability. According to Thomas Alva Edison, the role of IQ is only 1% to support a person's success and 99% of it comes from willingness, effort and hard work.

It is necessary to remember that the main factor that affects learning difficulties in children comes from within the child (internal). Children experience internal disturbances such as attention deficit disorder and hyperactivity (ADHD).¹⁶

a. Internal Factors

Internal factors are factors that come from within the child himself. Internal factors depend on brain function, especially when in the mother's womb. Therefore, the nutritional

¹⁵ Patrisius Istiarto Djiwandono, *Meneliti itu Tidak Sulit: Metodologi Penelitian Sosial dan Pendidikan Bahasa*, 47.

¹⁶ Nini Subini, *Mengatasi Kesulitan Belajar pada Anak*, (Jogjakarta: JAVALITERA, 2011), 16.

factors of mothers and children are very important in determining the intelligence of their brains later. The following are included in internal factors, namely:

1) Low memory

According to Ida Ayu Gede Praba Dewi and Komang Rahayu Indrawati, to train the level of memory power to be sharper can be done by making small notes or rewriting.¹⁷ Low memory greatly affects someone's learning outcome. The children who has studied hard however have a memory below average the results will be lost to children who have high memory. The results of his efforts are not commensurate with the presentation obtained.

2) Disturbance of the sense organs

We all know, health is an important thing that determines daily activities. Likewise, with studying, how can a person learn well if his body health is not supportive? Toothache, heartburn, and many other health-related diseases. Of course, this will be an obstacle that can become a distraction in learning.

3) Children's age

Age is also one of the factors that can cause learning disabilities for children who have not old enough yet. For example, children aged 6 years are enrolled in a super school with a minimum requirement of 7 years old. There is a possibility that

¹⁷ Ida Ayu Gede Bintang Praba And Komang Rahayu Indrawati, "Perilaku Mencatat Dan Kemampuan Memori Pada Proses Belajar", *Jurnal Psikologis Udayana 1*, No. 2 (2014): 243

children find it difficult to follow the lessons that are followed in elementary school, even though it does not require the possibility that there are children who do not meet the general requirements but are smoothly taking lessons from the teacher.

4) Gender

Gender also affects children's learning outcomes. Girls are usually easier to learn related to social sciences than the exact sciences (math, science, pharmacist, civilian, etc.). Whereas boys prefer subjects that are directly related to practice such as computers, automotive engineering, machinery, etc.

5) Intelligence level

Intelligence is the ability to obtain various information, reason and act effectively and efficiently.¹⁸ In general, a person with a high level of intelligence can easily learn to accept what is given to him. Meanwhile, low intelligence tends to be slower to accept the material given.

6) Interest

Interest is a center of attention that contains feelings, happiness, an inclination of the heart and an involuntary desire to accept something from outside.¹⁹ A person who has talent and demands from something will be easier to learn, different from someone who learns under compulsion from other people, or takes the

¹⁸ Binti Maunah, *Psikologi pendidikan* (Yogyakarta: Iain Tulungagung Press, 2014), 72

¹⁹ Andi Achiru P, "Pengembangan Minat Belajar Dalam Pembelajaran", *Jurnal Idarah III*, No.2 (2019): 207.

wrong major certainly will face the difficulties in learning.

7) Emotion (feeling)

Emotion is defined as the awakening of feelings accompanied by changes in the body. With emotions a person can feel affection, love, hate, etc., then that will help accelerate the learning process.

8) Motivation

Motivation is an impulse that exists in humans who try to change their behavior for the better to meet their needs.²⁰ Motivation is closely related to the goals that will be achieved. High motivation is reflected in persistence that is not easily broken to achieve success despite difficulties facing him will still learn even though it is difficult to achieve what is has become his goal (aspiration) so far.

9) Concentration on learning

According to Yarisumi, students who have a high level of concentration will automatically appear active when learning takes place, while students who are less concentrated will appear passive.²¹ Children with a high concentration of learning will continue to learn even though many factors influence such as noise, more interesting events, etc. But it's best if someone can't have the concentration to study, even easy things will feel difficult

²⁰ Binti Maunah, *Psikologi pendidikan*, 98

²¹ Yarisumi, "Hubungan Antara Konsentrasi Belajar Peserta Didik Dengan Keaktifan Belajarnya Pada Bimbingan Belajar Bahasa Inggris Happy Course", *KOLOKIUM Jurnal Pendidikan Luar Sekolah* 5, No. 2 (2017): 133

to learn, especially difficult lessons, will feel even more meaningful.

10) Ability to show learning outcomes

Someone who has studied hard but the result is still mediocre or even lower than their peers can also be a factor in learning difficulties. If the maximum effort is done but the results are minimal, it will make someone feel down to learn.

11) Confident

According to Asrullah Syam and Amri in their Biotech journal, explain that self-confidence is a very important aspect for a person, because without self-confidence it will cause many problems for a person.²². If there is no self-confidence that someone believes he can then he cannot. No matter how difficult a lesson is, if it is believed to be something that can be achieved, he will be able to achieve it.

12) Maturity or readiness

The maturity factor for children who are learning contains a lot of possibilities for developing both physically and spiritually to achieve a level of growth in both shape, size, and balance of the charts.

13) Fatigue

The fatigue experienced by children can cause children not to learn optimally. In this case, even though children have high enthusiasm for learning because they

²² Asrullah Syam And Amri, “ Pengaruh Kepercayaan Diri Berbasis Kaderisasi IMM Terhadap Prestasi Belajar Mahasiswa (Studi Kasus Di Program Studi Pendidikan Biologi Fakultas Keguruan Dan Ilmu Pendidikan Unniversitas Muhammadiyah Parepare”, *Jurnal Boitek 4*, No.

are physically weak, they cannot learn properly.²³

b. External Factors

External factors are factors that are influenced by environmental conditions around the child. This external factor is influenced by 3 things, namely:

1) Family factor

Family is the first environment that most influences the child's life before the conditions around the child (community and school) exist. Wenny Hulukati's opinion that the family environment plays a role in the source of knowledge for children, which can affect the success rate of children's achievement and is also very determinant of the child's attitude and personal character.²⁴ In a family environment that can affect the level of intelligence or learning outcomes in children, among others:

a) Method of educating children

How to educate is very influential on the next child's development. The way parents educate their children has a big influence on children's learning achievement.

b) Home atmosphere

A pleasant home atmosphere will also affect a person's ease of learning. In this case, creating a pleasant atmosphere at home does not

²³ Nini Subini, *Mengatasi Kesulitan Belajar pada Anak*, 16-25.

²⁴Wenny Hullukati, "Peran Lingkungan Keluarga Terhadap Perkembangan Anak", *Musawa* , No. 2 (2015): 265.

have to be extravagant and wealthy. A home full of passion and love will give you a different feel in learning.

c) The economic situation of the family

Economic factors are one of the causes of learning difficulties in children. Families with mediocre economies tend to find it difficult to meet children's needs. Especially in terms of facilities that support learning activities. This certainly affects his learning difficulties.

d) Parents attention

In addition to fulfilling facilities, parents must give attention and encouragement to children to learn because sometimes children experience a decrease in enthusiasm for learning, that's when parents are obliged to provide the understanding and encourage them to address the difficulties their children experience.

2) School factor

A School is a place of learning for children and their families and surrounding communities. As for the influence of the school environment on learning outcomes for students, it is very influential, especially regarding its student environment.²⁵ School environmental factors that can affect children's learning difficulties include:

²⁵Abdul Latief, "Pengaruh Lingkungan Sekolah Terhadap Hasil Belajar Pendidikan Kewarganegaraan Pada Peserta Didik Di SMK Negeri Paku Kecamatan Binuang Kabupaten Polewali Mandar". *Jurnal Papatuzdu*, *Jurnal Papatuzdu* 7, No. 1 (2014): 14.

a) Teacher

In school, teachers are people who educate children about everything. Teachers and their teaching methods are important factors in determining children's success in learning. What is the teacher's attitude and personality, the level of knowledge possessed by the teacher, and how the teacher teaches knowledge to their students and helps determine the learning outcomes that will be achieved by students.

b) Teaching method

In teaching and learning activities, the method is used by teachers to transfer knowledge to students. There are many teaching methods that teachers can use during teaching and learning activities, depending on the teacher.

c) Instruments / facilities

Tools are everything that can be used to achieve teaching goals, then tools have a function as a complement to achieving goals. In this case, although it only functions as a compliment, it can cause learning difficulties in children.

d) School curriculum

The curriculum is a set of plans and arrangements regarding the objectives of the content and learning materials and methods used as guidelines for implementing learning

activities to achieve certain educational goals.

e) Teacher-student relations

The teaching and learning process occurs between teachers and students. Therefore, the way children learn is also influenced by their relationship with the teacher concerned. Children will like the subjects they give so that students try to learn as well as possible.

3) Community Factor

Community environment is the last external factor of learning difficulties that is obtained except from family and schools which are centers of education that depend on the surrounding community.²⁶ Apart from being in the family and school, children also interact with the community. Community environmental factors that can affect learning outcomes include:

a) Children's activities in the community

Children's activities in society can have an impact on the child. Children become a lot of experience, many friends, gain knowledge, etc. In contrast to children who are rarely active in community activities. Children tend to be quiet, have difficulty interacting with other people, etc. Friends hanging out

²⁶ Abdul Latief, "Pengaruh Lingkungan Sekolah Terhadap Hasil Belajar Pendidikan Kewarganegaraan Pada Peserta Didik Di SMK Negeri Paku Kecamatan Binuang Kabupaten Polewali Mandar". *Jurnal Papatuzdu*, 20.

- b) Children need to get along with other people to develop their socialization.

However, it needs to be guarded not to get bad-behaved associates. Bad deeds easily affect other people so that it needs to be controlled with whom the child associates.

- c) Forms of life in society

Community life around children also affects student learning. A society consisting of people who are not educated, gamblers, like to steal, and have bad habits will adversely affect the children in that environment.²⁷

3. The Solution How To Overcome Learning Difficulties

Learning difficulties occur due to several factors so that these difficulties disappear immediately, it is necessary to have a way to overcome these learning difficulties, so the important role of a teacher in overcoming learning difficulties experienced by students, so that it is not in vain when the teacher delivers the material given and the students able to receive material easily. Ways to overcome these learning difficulties include:

- a) The importance of self-detection, this is done by the parents of students regarding the difficulties experienced by their children, so immediately consult the teacher who teaches their children so that they are resolved immediately.
- b) Good handling (medical and educational), one way that can be done to overcome children's

²⁷ Nini Subini, *Mengatasi Kesulitan Belajar pada Anak*, 26-40

learning difficulties is to provide good treatment, then know what the child needs considering the child has learning problems and difficulties.

- c) The importance of self-motivation, motivation is the first step in the occurrence of good learning, it is said to be good if the initial, general, and especially the goals are achieved by people who have a high need to know who have different characteristics in their psychological terms.
- d) Refreshing the child's learning style, there are many learning styles to choose from, if your child has difficulty with the chosen learning style, there's no harm in trying other learning styles.
- e) Pay attention to the mood (don't force the child to study!), if the child has learning difficulties, parents should not force the child to study. Even normal children who are without interference cannot learn by force, especially for those who have difficulty learning.²⁸

4. English Curriculum For SMK

Referring to the Core Competency formulation for SMA / MA / SMK / MAK, learning is designed to provide experience in using English texts to understand and apply factual, conceptual, and procedural knowledge about phenomena and events that are visible to the eye, through speaking activities, listening, reading, and writing in the realm of the concrete and abstract. The use of text also aims to foster an attitude of respect and living up to religious and social values, including honest

²⁸ Nini Subini, *Mengatasi Kesulitan Belajar pada Anak*, 101-126.

behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, self-confidence, in interacting effectively with the social and natural environment within reach association and existence.²⁹ So that they can position themselves properly and it is very easy to interact with others, because their existence can be accepted with open arms.

Text-based English learning can support learning in other subjects in the curriculum. For example, learning explanation and exposition text, which will help students broaden their scientific horizons about other subject matter on an international scale. Learning descriptive text will foster students' abilities, among others, in the subject of Cultural Arts to promote tourism in Indonesia.³⁰ So the text based English learning is very useful for students to learn, because it is very helpful to know the knowledge that exist outside.

a. Expected English Competencies in Senior High School / Islamic High School / Vocational High School / Islamic Vocational High School.

English subjects for SMA / MA / SMK / MAK education level aim to develop the potential of students to have communicative competence in the text interpersonal, transactional, and functional, using various language texts spoken and written English.

²⁹ Kementerian Pendidikan Dan Kebudayaan. *Model Silabus Mata Pelajaran Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan (SMA/MA/SMK/MAK) Mata Pelajaran Bahasa Inggris*. (Jakarta, 2017), 2.

³⁰ Kementerian Pendidikan Dan Kebudayaan. *Model Silabus Mata Pelajaran Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan (SMA/MA/SMK/MAK) Mata Pelajaran Bahasa Inggris*, 2.

Through the use of these texts, students are guided to using factual, conceptual, and procedural knowledge, and instilling values noble character of the nation, in the context of life in the environment at home, school and society. In particular, SMA / MA / SMK / MAK graduates are expected to be able to:³¹

| SMA / MA / SMK / MAK | |
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| COMPETENCE | SCOPE THEORY |
| <ul style="list-style-type: none"> • Shows acceptable behavior in personal, socio-cultural, academic and profession. • Identify the social function, text structure and linguistic elements of short texts in students' lives and daily activities; • Communicating interpersonal, transactional and functional about self, family, people, animals and objects, concrete and imaginative that is closest to the daily life and activities of students at home, school, and society, and related to other subjects and the world work; Capturing meaning and | <ul style="list-style-type: none"> • Short texts in interpersonal, transactional, special functional, and descriptive functional discourses related to famous tourist attractions and historical buildings, recounts related to historical events, narrative related to folk legends, manual procedures and tips, explanations of natural phenomena and social, analytical exposition related to actual issues, and news items at the level of informational literacy; • Mastery of each type of text includes three aspects, namely social function, text structure, and linguistic elements, all of which are determined and selected according to the purpose |

³¹ Kementerian Pendidikan Dan Kebudayaan. *Model Silabus Mata Pelajaran Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan (SMA/MA/SMK/MAK) Mata Pelajaran Bahasa Inggris*, 4-5.

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| <p>compiling oral and written texts, using text structures in an orderly and coherent manner as well as linguistic elements accurately, acceptably, and fluently.</p> | <p>and context of the communication;</p> <ul style="list-style-type: none"> • Attitudes include living and practicing honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), courteous, responsive and proactive and showing an attitude as part of the solution to various problems; • Skills include listening, speaking, reading, writing, and watching, effectively, with the social and natural environment in the world of interaction; • Language elements include discourse markers, vocabulary, grammar, speech, word stress, intonation, spelling, punctuation, and neatness of handwriting; • Modality: with clear meaning boundaries. |
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b. English Learning Objective For SMK

High quality education programs require fluency in mastering English. If you plan to study abroad, you may find schools that have the minimum English language requirements that must be met to be accepted into the school. In fact, most schools in English speaking countries require a minimum

understanding and proficiency of the English language which is generally determined based on an English language exam. Even if you have plans to travel to a non-English speaking country you will find that many of the second language of the people in that country is English.³² However, in Indonesia, each is considered a sing language, only some regions or educational institutions consider English as a second language, including in East Java, there are Pare, Kediri and also schools whose quality has gone international.

There are two objectives of learning foreign language, the first is linguistic and non-linguistic. In a linguistic view, there is more emphasis on developing proficiency in individual languages which include reading, writing and understanding the foreign language. Meanwhile, for non-linguistic purposes, namely more emphasis on aspects such as understanding other groups, namely the desire to learn a foreign language than the mother tongue.³³ English is used in everything from international academic conferences to news reports to the lyrics of popular music. English is used not only for communication between native speakers and non-active English speakers, but also native speakers. Although English does not have the largest number of speakers in the world, English is the language spoken in various countries in the

³² Chusnu Syarifia Diah Kusuma, Integrasi Bahasa Inggris dalam Proses Pembelajaran, *Jurnal Efisiensi-Kajian Ilmu Administrasi* 15. no 2, 46.

³³ Rochmat Budi Santosa, "Motivasi Dalam Pembelajaran Bahasa Inggris: Studi Kasus Pada Mahasiswa Jurusan Bahasa Inggris IAIN Surakarta", *Jurnal Ilmiah Didaktika* 18, No. 1 (2017): 90.

world. Therefore English will be used by more people in the future.³⁴ So that the need for English to be taught from an early age so that it is accustomed to meeting English and familiar.

The purpose of English learning at SMK is that students have the ability to master basic knowledge and skills to support the competency of the expertise program and be able to apply mastery of English vocabulary so that they can communicate well in both written and oral terms. So to be able to train the level of language mastery, an approach is needed whose function is to be used as a model and real example, such as a native speaker when saying something or displaying a video from a native speaker to improve the pronunciation.³⁵

c. Basic Competencies and Core Competencies.

Class: XII

Time Allocation: 2 lesson hours / week

The competence of spiritual attitudes and social attitudes is achieved through indirect learning (indirect teaching) on Knowledge Competency and Competency learning Skills through modeling, habituation, and school culture with pay attention to the characteristics of the subject and the needs and conditions of students.

³⁴ Chusnu Syarifā Diah Kusuma, Integrasi Bahasa Inggris dalam Proses Pembelajaran, *Jurnal Efisiensi-Kajian Ilmu Administrasi* 49.

³⁵ Herman Dwi Surjono and Heni Rita Susila, "Pengembangan Multimedia Pembelajaran Bahasa Inggris Untuk Smk", *Jurnal Pendidikan Vokasi* 3, No. 1 (2013): 47.

The growth and development of Attitude Competence is carried out throughout the process learning takes place and can be used as a consideration for teachers in further develop student character.

Learning for Knowledge Competencies and Skills Competencies as follows:³⁶

| Basic Competencies | Subject Matter | Learning |
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| <p>Students are able to:</p> <p>3.1 Applying social functions, text structure, and linguistic elements of oral and written interpersonal interactions that involve the act of offering services and responding to them, according to the context of their use. (Note the linguistic</p> | <ul style="list-style-type: none"> • Social function Establishing and maintaining interpersonal relationships. • Text structure <ul style="list-style-type: none"> - Get started - Respond (expected / outside presumption) • Language element <ul style="list-style-type: none"> - According to size to offer services, like May I help you ?, | <ul style="list-style-type: none"> - Examine some of the interactions involving the offering of bodies in / with views visuals (pictures, videos) - Identify with mention the similarities and differences and from the examples in the video, seen from the content |

³⁶ Ministry Of Education And Culture. *Syllabus Model For Subject Senior High School/Islamic Senior High School/ Vocational High School/ Islamic Vocational High School (SMA/MA/SMK/MAK) English Subject*, 24-28.

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| <p>elements of May I help you ?, What can I do for you? What if ...?)</p> <p>4.1 Compiling a simple oral and written text of interpersonal interactions that involve the act of offering services, and responding to it by paying attention to social functions, text structure, and linguistic elements that are correct and in context.</p> | <p>What can I do for you? <i>What if...?</i></p> <ul style="list-style-type: none"> - Singular and plural nouns with or without a, the, this, those, my, their, etc. -Speech, word stress, intonation, spelling, punctuation and handwriting • The topic of interaction between teachers and students inside and outside the classroom that involves statements of intention that can foster behavior contained in KI. | <p>and way of disclosure.</p> <ul style="list-style-type: none"> -Given several situations, setting up interactions for role-playing involving service offering and execution - Getting used to applying what is being learned. in interactions with teachers and friends naturally inside and outside the classroom. - Reflect on process and learning outcomes. |
| <p>Students are able to:</p> <p>3.2 Distinguish social</p> | <ul style="list-style-type: none"> • Social function | <ul style="list-style-type: none"> • Listen and imitate the |

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| <p>functions, text structures, and linguistic elements some special text in the form of a letter job application, with provide and ask for information related to identity, background education / work experience, according to the context of its use</p> <p>4.2 Job application letter</p> <p>4.2.1 Captures the meaning in a manner contextual related functions social, text structure, and text linguistic elements special in shape job application letter, that is</p> | <p>Generate a positive impression about the suitability of the applicant with the job being applied for</p> <ul style="list-style-type: none"> • Text structure Can include <ul style="list-style-type: none"> - Place and date - The recipient and his address - Greetings - Content of letter - Closing - Signature and full name • Language element <ul style="list-style-type: none"> - Appropriate phrases and vocabulary - Speech, word stress, intonation, spelling, punctuation and handwriting • Topics Employment | <p>teacher reading some letters application with speech, and correct word stress.</p> <ul style="list-style-type: none"> • Link qualification s to the job being applied for, and discuss their suitability • Observe the differences and similarities of opening sentences, qualifying statements, and other passages • By taking sentences from application letters that have been studied and others, choosing to make each part of a job |
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| <p>provide information among others, identity, background back education / work experience</p> <p>4.2.2 compile a special text of a job application letter, which provides information, among others, identity, educational background / work experience, by taking into account social functions, text structure, and linguistic elements, correctly and in context</p> | <p>and fulfillment of qualifications that can foster the behavior contained in KI.</p> | <p>application letter adjusted to the requirements stated in the job advertisement</p> <ul style="list-style-type: none"> • Exchanged with three friends to discuss the quality of each other's letters, giving each other suggestions for improvement • Reflect on the learning process and outcomes |
| <p>Students are able to:</p> <p>3.3 Distinguishes social functions, text structures, and</p> | <ul style="list-style-type: none"> • Social function Describing, commenting | <ul style="list-style-type: none"> • Observe several captions and photos from |

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| <p>linguistic elements some special text in text form <i>caption</i>, by providing and requesting related information pictures / photos / tables / graphs / charts, according to the context of their use</p> | <p>on pictures, photos, tables, graphs, charts</p> <ul style="list-style-type: none"> • Text structure <p>Can include</p> <ul style="list-style-type: none"> - Actions / events / activities - the person / thing involved - The scope of the situation | <p>the newspaper</p> <p>-Listen and imitate the teacher read out all the captions, and speech and word stress right.</p> <p>- Look at one table that analyzes the elements of the caption, asks</p> |
| <p>4.3 Captioning text 4.3.1 Capturing contextual meaning related to social functions, text structure, and special text language elements in the form of captions related to images / photos / tables / graphics / charts</p> | <ul style="list-style-type: none"> • Language element <ul style="list-style-type: none"> - The nominal phrase for objects, people, animals, location, etc. which become focus, with or without <i>a, the, this, those, my, their</i>, etc. <p>- Verbal phrases related to pictures / photos / tables / charts in the appropriate tense</p> | <p>questions and answers, and then applies it to analyzing several other captions</p> <p>- Collect some captions from newspapers along with pictures / photos / tables / graphs / charts. In group work: read to each other, analyze with tables</p> |
| <p>4.3.2 Compile</p> | <p>tense</p> | <p>- Create</p> |

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| <p>special text in the form of Caption text related to images / photos / tables / graphs / charts, taking into account social functions, text structure, and linguistic elements, correctly and in context</p> | <ul style="list-style-type: none"> - Speech, word stress, intonation, spelling, punctuation and handwriting • Topics Activities, events, data, actual facts from the corany which can foster the behavior contained in KI. | <p>captions for several personal photos: Using the same table, design to create captions for the photos</p> <ul style="list-style-type: none"> - Post it on the classroom wall for friends to read • Discuss the caption text he made with friends and teachers who come to read - Reflect on the process and learning outcomes |
| <p>Students are able to: 3.4 Implementing functions social, text structure, and linguistic elements interaction text oral and transactional write that</p> | <ul style="list-style-type: none"> • Social function Provide current information • Linguistic Elements - Deep declarative and | <ul style="list-style-type: none"> - Read and examine several descriptions of cultural and artistic products from several countries that use a lot of |

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| <p>involves the act of giving and asking for related information circumstances / actions / activities / events without mentioning the perpetrator in a scientific text, according to the context their use. (Pay attention to the elements passive language <i>voice</i>)</p> <p>4.4 capturing meaning contextually related to social functions, text structure, and language elements of oral and written news items, in the form of simple newspaper / radio / TV news</p> | <p>interrogative sentences <i>passive voice</i></p> <ul style="list-style-type: none"> - Prepositions by - Singular nouns and plural with or without a, the, this, those, my, their, etc. - Speech, word stress, intonation, spelling, sign • Read, and hand written Language elements - Past tense, Present Perfect Tense, Future Tense - Passive sentences - Direct and Indirect Sentences - Article - Direct quotes and indirect - Preposition (Prepositions) - Nominal sentence singular and plural | <p>passive voice</p> <ul style="list-style-type: none"> - Read the meaning of the description of each cultural product in front of the class with the right emphasis - Completing the text of a product where many verbs have been omitted with a verb whose meaning is correct is passive, with correct grammar and spelling. - Ask and answer some other texts on different topics -Collects information from multiple sources to create simple news related |
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| | <ul style="list-style-type: none"> - Speech, word stress, intonation, spelling, sign read, and handwritten • Topic Events, events, activities that are interesting and worthy of being news that can foster the behavior contained in KI. | <p>texts from newspaper / radio / TV.</p> <ul style="list-style-type: none"> - Pasting each text on the classroom wall for friends to read - Present the text to friends who come - Reflect on the process and learning outcomes |
| <p>Students are able to:</p> <p>3.5 Applying social functions, text structure, and linguistic elements of interaction text oral and transactional write that involves the act of giving and asking for information related to a</p> | <ul style="list-style-type: none"> • Social Function Explaining, describing, denying, asking, etc. • Text Structure Can include <ul style="list-style-type: none"> - Giving information -Requesting information • Linguistic Elements <ul style="list-style-type: none"> -Statement and related question with | <ul style="list-style-type: none"> - Listening to and imitating several examples of presupposition interactions followed by commands / suggestions, which are demonstrated with correct speech and word stress. • Identifying presuppositions with suggestions |

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| <p>supposition followed by a command / suggestion, according to the context their use. (Pay attention to the elements language if with imperative, can, should)</p> <p>4.5 Composing the interaction text oral and written transactional actions that involve giving and asking for information related to presuppositions followed by orders / suggestions, taking into account social functions, text structure, and linguistic elements that are correct and</p> | <p>sentences supposition</p> <ul style="list-style-type: none"> - Singular nouns and plural with or without a, the, this, those, my, their, etc. - Speech, word stress, intonation, spelling, punctuation and handwriting • Topics Activities, actions, incidents, events, which are relevant to the lives of students as students and adolescents, which can foster the behavior contained in KI. | <p>from existing examples, seen from the content and way of disclosure.</p> <ul style="list-style-type: none"> • Asking and questioning related social functions / text structures / linguistic elements used in the interactions studied. • Try independently verbally and in writing to take communicative actions related to suppositions. - Comparing social functions, text structure, and linguistic elements related to suppositions according to the context of |
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| | | |
|--|---|---|
| <p>in context.</p> | | <p>their use.</p> <ul style="list-style-type: none"> • Take the act of giving and requesting information related to conditionals • Reflecting on the process and learning outcomes. |
| <p>Students are able to:</p> <p>3.6 Distinguishing functions social, text structure, and linguistic elements of several oral and written procedural texts by giving and asking for information related to the manual for the use of technology and tips, short and simple, in accordance with the context of use</p> <p>4.6 Procedure text</p> | <ul style="list-style-type: none"> • Social function Provides information to achieve the best results efficiently, avoiding accidents, damage, waste, etc. • Text structure Can include <ul style="list-style-type: none"> - Destination - Materials / materials -Steps • Language element <ul style="list-style-type: none"> -Grammar: sentences <i>imperative</i>, | <ul style="list-style-type: none"> - View and simulate several sample procedure texts in the form of manuals and tips. - Study examples of analysis tables from the text and complete the analysis tables provided by the teacher. - Present the results of the analysis |

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| <p>4.6.1 Captures the contextual meaning of functions social, text structure, and text linguistic elements oral and written procedures, in manual form related to the use of technology and tips</p> | <p><i>negative</i> and <i>positive</i></p> <ul style="list-style-type: none"> - Commonly used phrases and vocabulary in manuals and tips - Singular nouns and plural with or without a, the, this, those, my, their, etc. - Speech, word stress, intonation, spelling, punctuation and handwriting | <p>orally in their respective groups.</p> <ul style="list-style-type: none"> -Asking and questioning about social functions, text structure and linguistic elements of the procedural text in the form of manuals and tips - Analyze and comparing several other procedural texts by paying attention to the text structure and linguistic elements. |
| <p>4.6.2 Compile procedural texts, oral and written, in related manual form use of technology and tips (tips), with regard to social function, structure text, and elements language, correctly and in context</p> | <ul style="list-style-type: none"> • Topics Actions and activities which is prevalent or related with student life on school, home, and society, who can cultivate behavior contained in KI. | <ul style="list-style-type: none"> - Create, present / publish a procedural text around student life • Reflect on the learning process and outcomes. |

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|---|---|--|
| <p>Students are able to:</p> <p>3.7 Interpreting social functions and language elements related song lyrics teenage life SMA / MA / SMK / MAK</p> <p>4.7 Capturing contextual meanings related to social functions and linguistic elements of song lyrics related to adolescent life SMA / MA / SMK / MAK</p> | <ul style="list-style-type: none"> • Social function Entertaining and conveying moral messages. • Language element <ul style="list-style-type: none"> - The phrase Contains information and moral values related to the topic of the song. - Speech, word stress, intonation, spelling, punctuation and handwriting • Topics Songs containing exemplary and inspiration that can grow the behavior that is contained in KI. | <ul style="list-style-type: none"> - Listen and imitate the lyrics song orally. - Asking and questioning about social functions and elements the language of the song lyrics, online contextual. - Read out and transcribe the song lyrics by paying attention to social functions and linguistic elements. - Read and listen to the lyrics of the songs studied. - Discuss the theme and content of the song. - Reflect on process and learning outcomes. |
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5. Passive Voice

a. Definition

The Passive Voice is the grammatical construction in which a head noun function as the subject of a sentence, clause or verb is affected by the action of a verb or being acted upon by the verb.³⁷ Active voice is a form of sentence with a verb that shows that the subject has done something. They both exhibit different understandings and functions and have different rules as well. In the formation of the passive sentence, there are three ways, namely 1) the object in the active sentence is moved to the subject position in the passive sentence. 2) the subject is moved to the end of the sentence and the previous sentence is inserted. 3) the main verb is changed to the previous participle form and the corresponding form is inserted before it. Example:

- 1) A letter was written by Runi
- 2) The apple is being eaten by Michael
- 3) The book has been written by Mary³⁸.

b. The purpose using Passive Voice:

- 1) To change the focus of the sentence.

Example:

- a) Fur Elise song is composed by bethoven.
- b) In this sentences, the writer wants to focus on the object, not the subject.

³⁷Scholastica Chinyere Amadi, "Learning The English Passive Voice: Difficulties, Learning Strategies Of Igbo ESL Learners And Pedagogical Implications", *International Journal Of English And Literature* 9, no. 5 (2018) :51.

³⁸ Hotben D Lingga, *Jago Bahasa Inggris SMA* (Jakarta: Puspawara, 2006), 145.

- 2) For formal and factual or scientific writing. Example:
 - a) This thesis was supported by the previous researches.
- 3) When the subject is unknown or the subject is people in general. Example:
 - a) The meeting is scheduled on Monday.
 - b) He was arrested.
 - c) His motorcycle was stolen.³⁹

c. Types (tenses)

| No. | Tenses | Active | Passive |
|-----|---------------------|-------------------------------------|---|
| 1 | Simple present | John drinks a cup of tea | A cup of tea is drunk by John |
| 2 | Present progressive | John is drinking a cup of tea | A cup of tea is being drunk by John |
| 3 | Present perfect | John has drunk a cup of tea | A cup of tea has been drunk by John |
| 4 | Simple past | John drank a cup of tea | A cup of tea was drunk by John |
| 5 | Past progressive | John was drinking a cup of tea | A cup of tea was being drunk by John |
| 6 | Past perfect | John had drunk a cup of tea | A cup of tea had been drunk by John |
| 7 | Simple future | John will drink a cup of tea | A cup of tea will be drunk by John |
| 8 | Be going on | John is going to drink a cup of tea | A cup of tea is going to be drunk by John |
| 9 | Future perfect | John will have drunk a cup of tea | A cup of tea will have been drunk |

³⁹ Diana Christiani., Et al, *Basic Grammar Of English* (Jakarta: PT Grasindo: 2015), 79.

conversing, reading, writing, reasoning, or abilities in mathematics.⁴²

There are two kinds of language that must be learned when learning language, it is about the signal system and its use, students will not get satisfactory results when they cannot master the pronunciation.⁴³ According to Hammil, et al (1981) learning difficulties are all forms of real difficulties in listening, conversing, reading, writing, reasoning and / or arithmetic. The disorder is an intrinsic disorder that is thought to be due to central nervous system dysfunction.

From the above understanding, it can be concluded that learning does not always run smoothly, but there are obstacles that make students less successful in achieving results and problems that make students less motivated in learning. Likewise with teaching and learning activities that are ongoing, a teacher has made a lesson plan but there are still students who find it difficult to accept learning.

b. English Learning Difficulties in Passive Voice

In learning a language, grammar is needed so that the spoken or written language can be understood easily grammar / grammar is unattractive, both for students and teachers. Some teachers try to teach grammar using various techniques in conveying material, but

⁴² Mulyono Abdurrahman, *Anak Berkesulitan Belajar: Teori, Diagnosis, dan Remediasinya* (Jakarta: Rineka Cipta, 2012), 3.

⁴³Wiwick Sundari, "The Difficulties of Learning English for the Basic English Learners", *Journal of Cultural, Literary, and Linguistic Studies* 2, no.1 (2018) : 34.

still have difficulty understanding students. One of the grammar materials that is difficult for students to understand is passive sentences. Students are taught passive sentences after they understand active sentences.⁴⁴ There are some reasons why students have difficulties learning in Passive Voice, based on results from Rifa, Siti and Hestri in library research, as follows:

- 1) In English it is affected by tenses.⁴⁵
- 2) Learners find it difficult to distinguish which should be a verb and which should be an object.⁴⁶
- 3) Students are less able to provide an explanation of word choice and time form.⁴⁷

B. Theoretical Framework

Education in schools aims to educate students and form superior character so that it is necessary to understand the material conveyed by the teacher. It is because of the importance of applying science for future provisions in facing the ever-evolving era. To face the times, it is necessary to make efforts to study science both from within and outside the country. So that to understand the knowledge to be studied more

⁴⁴ Rafi Suci Wulandari., Et al, "Analisis Struktur Kalimat Pasof Bahasa Inggris Dan Bahasa Indonesia Melalui Contrastive Recognition", *DEIKSIS* 09, no. 03 (2017): 376.

⁴⁵ Rafi Suci Wulandari., Et al, "Analisis Struktur Kalimat Pasof Bahasa Inggris Dan Bahasa Indonesia Melalui Contrastive Recognition", 377.

⁴⁶ Rafi Suci Wulandari., Et al, ""Analisis Struktur Kalimat Pasof Bahasa Inggris Dan Bahasa Indonesia Melalui Contrastive Recognition", 383.

⁴⁷ Rafi Suci Wulandari., Et al, "Analisis Struktur Kalimat Pasof Bahasa Inggris Dan Bahasa Indonesia Melalui Contrastive Recognition", 375.

broadly, it is necessary to understand the language most widely used from various countries, it is English the international language.

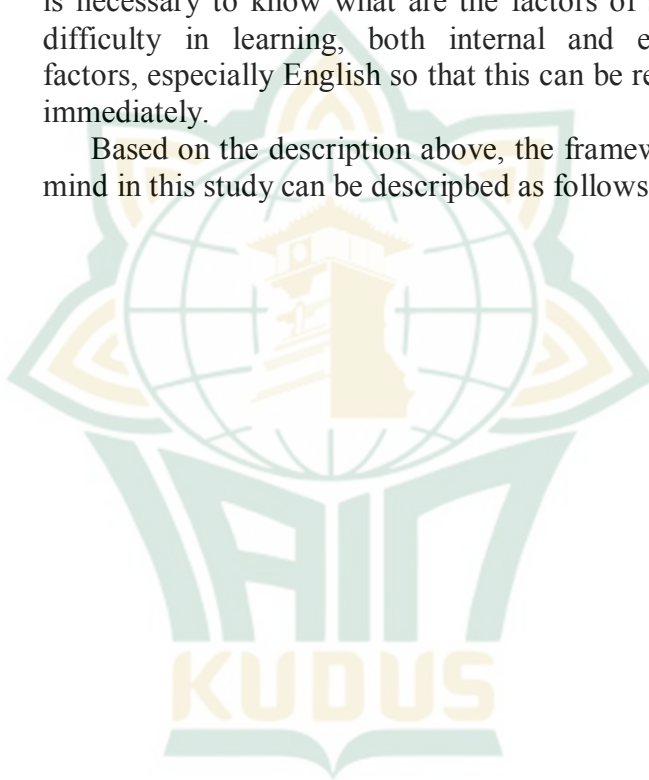
Language is the system of communication in speech and writing that is used by people of a particular country. With language a person can easily convey what is on his mind. However, in Indonesia there are still many students who find the difficulties to learn the language, especially English, because the language is not a mother tongue, so this makes students less enthusiastic in learning. As experienced by students of Vocational High School, they experience learning difficulties due to several factors, including that English is rarely found in daily conversation, different in writing and reading, unlike Indonesian, has many pattern in grammar, embarrassed when speaking English, they are think that English is difficult to learn.

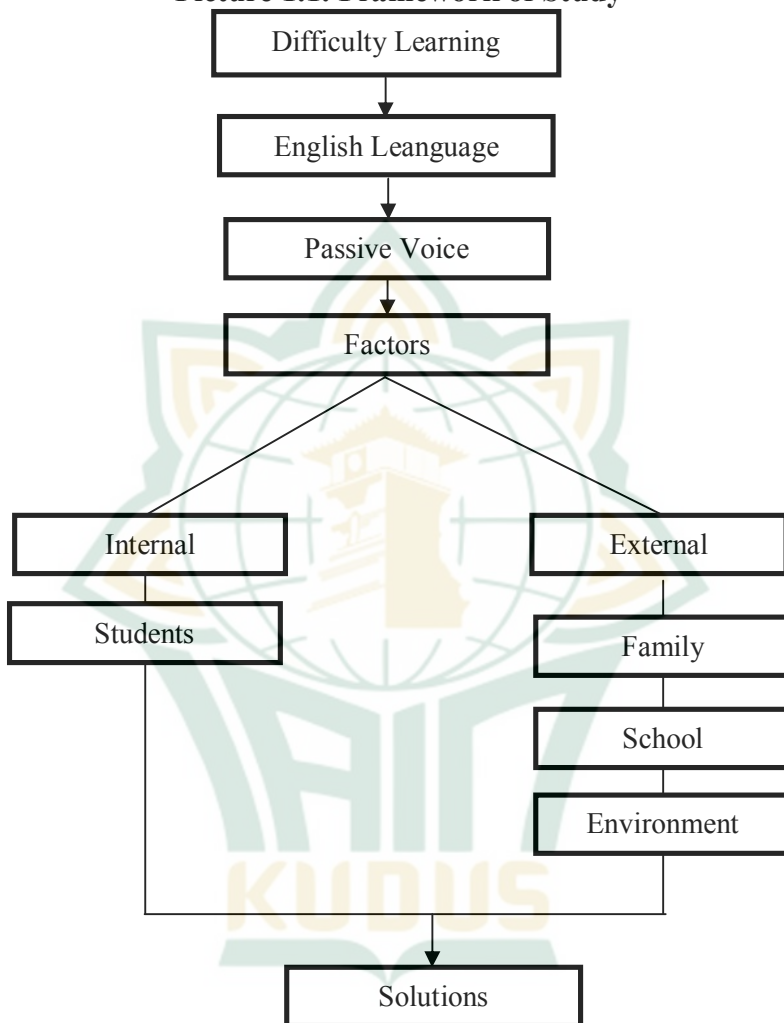
In the problems listed above experienced by students of Vocational High School, there are several factors who make students difficult to learn English and also Passive Voice material, among others, from internal factors and external factors. Internal factors, namely those that come from self, while external factors come from family, school and the surrounding environment. However, it can be overcome with several solutions to make it easier for teachers to deliver the material being taught. These solutions include the importance of self-detection, good handling, the importance of self-motivation, refreshing children's learning styles and their moods paying attention.

In this study, the researcher intends to provide benefits to the English subject teachers, as material for analysis so that problems that have been experienced while teaching can be resolved so as to

correct the where the errors in student learning and students become more enthusiastic when receiving material. To knowing the factors that cause difficulty in learning English in the Passive Voice material, the learning objectives will be conveyed. Increasing student motivation is not just through lectures, but it is necessary to know what are the factors of student difficulty in learning, both internal and external factors, especially English so that this can be resolved immediately.

Based on the description above, the framework of mind in this study can be described as follows:



Picture 1.1. Framework of Study

C. Review of Previous Study

In this study, the authors conducted a literature review to determine the location of the similarities and differences between this study and previous research. This literature review consists of several previous studies that have relevance to the research

that the researcher is going to do. Among the previous works as follows:

1. The research conducted by Hasmira with the title “Analysis Of The Difficulty Of Learning Mathematics In Students Elementary III Class At The YPAC Special School In Makassar”. This research used a qualitative descriptive method with the data collection techniques through observation and interview techniques. The result in the study indicate that causes difficulties learning mathematics of students with hearing impairment on internal factors are less interest in learning mathematics, the subject has a habit of learning Less mathematics and the subjects have less motivation to learn mathematics meanwhile, the external factor from family environment is the lack of attention parents due busy to work, as well as the lack of learning facilities they have Subjects at home such as tools learning or mathematics media learning.⁴⁸

There is a similarity in this research, namely both discussing learning difficulties faced by students and using descriptive qualitative methods with data collection techniques through observation and interview techniques. However, there is a difference, between the research from researcher and this research using the method of analysis with the subject of basic students III class. Meanwhile the research from researcher it is about study descriptive method with the subject from student of Vocational High School.

2. Research conducted by Yuni kartika sari with the title “An Analysis Of Students’ Difficulties In

⁴⁸ Hasmira, “Analisis Kesulitan Belajar Matematika pada Peserta Didik Tunarungu Kelas Dasar III di SLB Ypac Makassar” (Skripsi, Universitas Negeri Makassar 2016).

Comprehending English Reading Text On The State Islamic Junior High School Mlinjon Klaten In Academic Year 2016/2017”. This research is a qualitative method with the techniques of collecting the data as are interview and document. The result of the research shows that there are 54.66% of students who have Less level of understanding to look for the main idea of the text. Then, there are 66.22% of students who have the average level of understanding to look for the details information of the text. Next, there are 59.09% students have less level in understanding the vocabulary of the text.⁴⁹

The similarity with the research being studied is that both discuss learning difficulties. But there are differences in the intended problem, in Yuni’s research the goal is to focus on comprehending English reading text and using quantitative methods. Whereas in the research conducted by researcher focus on the factors of difficulties in learning English on the Passive Voice material and using descriptive method.

3. Research conducted by Rifa Suci Wulandari, Siti Zulaihah and Hestri Hurustyanti with the title “Analysis of Passive Sentence Structure in English and Indonesian through Contrastive Recognition”. This study using a library research method. The results of the analysis show that the equivalent and comparison of passive sentences in English and Indonesian can be seen structurally and pragmatically. The structurally, there are similarities in the passive sentence in English and

⁴⁹ Yuni Kartika Sari, “An Analysis Of Students’ Difficulties In Comprehending English Reading Text On The Mts Negeri Mlinjon Klaten In Academic Year 2016/2017” (Skripsi, The State Islamic Institute Of Surakarta 2017).

Indonesian, namely the subject is action and the object as the actor which is indicated with word by or by in Indonesian, while the difference is that in English there are a difference in pronunciation time. In Indonesian, the passive voice is pronounced the same even though it is pronounced now (present), future, or the past, but in English the verb used in each tense is different because of the time difference, while in Indonesian there is no difference in the use of the verb.⁵⁰

There are similarities with the research conducted by Rifa Suci Wulandari, Siti Zulaihah and Hestri Hurustyanti discusses about the passive voice in learning English but there are deep differences the intended problem, the goal is analysis of passive sentence structure in English and Indonesian, while the researcher discusses the difficulty factors of learning English on the passive voice material and the methods used are also different, in the research of Rifa, Siti and Hestri using the library research with the analysis used is content analysis. Meanwhile, researchers used qualitative methods.

4. Research conducted by Vicky Fawzah Dan Rohani by title “Students’ Difficulties In Changing Active Voice Into Passive Voice In Simple Present Tense And Simple Past Tense”. Descriptive qualitative study was used. The sampling process was administered by applying a random sampling technique. The result of this research showed that in changing the active voice into passive voice in simple present tense and simple past tense students

⁵⁰ Rifa Suci Wulandari, et al., “Analisis Struktur Kalimat Pasif Bahasa Inggris Dan Bahasa Indonesia Melalui Contrastive Recognition”. *Jurnal DEIKSIS* 09, no. 03 (2017): 374.

faced difficulties in determining: pronoun (57 errors or 7.41%), to be (385 errors or 50.06%), past participle (177 errors or 23.01%), misordering (12.09%), passive order but active form (37 errors or 4.81%), and active order but passive form (20 errors or 2.60%). Based on the interview with the students, the cause of errors can be categorized into interlingual and intralingual. Interlingual errors happened because the interference of a native language into a target language, while intralingual error happened because of the complexity of the target language.⁵¹

There are similarities with the research conducted by Vicky Fawzah and Rohani, they both discuss the difficulties of learning the Passive Voice material and used qualitative research methods but there are differences, the research of Vicky Fawzah and Rohani discussing students' difficulties in changing active voice into passive voice using a convenience sampling technique with a qualitative research method. While the research that was about the difficulty factor of learning English in the passive voice material and using the descriptive research method.

⁵¹ Vicky Fawzah Dan Rohani, “ Students’ Difficulties In Changing Active Voice Into Passive Voice In Simple Present Tense And Simple Past Tense”, *Journal Of English Language Teaching* 7, no. 1 (2018): 32.