

AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY OF SMAN 1 RANAH PESISIR IN TRANSFERRING ACTIVE VOICE INTO PASSIVE VOICE IN SIMPLE SENTENCES

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Abstract

The purpose of this research was to describe the second year students' ability of SMAN 1 Ranah Pesisir in transferring active voice into passive voice in simple sentences. This research was limited to students' ability in transferring active voice into passive voice in affirmative, negative, and interrogative form of simple present tense and simple past tense. The design of this research was descriptive. The population of this research was the second year students of SMAN 1 Ranah Pesisir. The total number of the population was 242 students. There are four classes of exact science and four classes for social science. The researcher used stratified cluster random sampling to select the sample and the total number of sample was 61 students. The instrument used to collect data was grammar test. To make the test reliable, the researcher used split half method. Generally, the result of analyzing of the data showed that the ability of the second year students of SMAN 1 Ranah Pesisir in transferring active voice into passive voice was moderate. It could be seen that 14.75% students have high ability, 63.94% students have moderate ability and 21.31% students have low ability. Finally, based on the findings, it could be conclude that the students' ability in transferring active voice into passive voice was moderate.

Key Words: Students' Ability, Passive Voice, Sentences

Introduction

Nowadays, the students should master English in order to face globalization era. In doing it, the students should understand some essential elements that build English as a language. The elements are grammar,

pronunciation and vocabulary. In fact, grammar is a difficult one to learn. The students view it as a hard aspect because they should understand many kinds of rules and patterns. Parrot in Indah (2001) states that the different rules and patterns of English cause the foreign learner face many

problems in learning its grammar. We know that Indonesian is different from English. Indonesian does not have tenses to produce a sentence based on the time it occurs, but English does. For example, “*They go to school everyday*”. This sentence is an example of simple present tense that describes habits, routines, or events that happen regularly. They think that grammar is difficult to be learned in presenting and explaining structure for foreign learner.

Many materials are taught such as explanation text, descriptive text, narrative text, spoof text, etc. All materials are important knowledge for the students in order to master English. In senior high school, the teacher just teaches kinds of text, and grammar is taught a little based on the text. For example in teaching spoof text, there will be generic structure and language feature that the teacher teaches to the students. In language feature of the spoof text, there is one of the grammar topics discussed that is passive voice. The teacher focuses on generic structure. The students are expected to be able to use grammar correctly. Unfortunately, the expectation is not always the same with the real condition. Based on the answer sheet of the students’ exercises, the students still made mistakes in using passive voice. The students also had

difficulties in using tense. They made mistake in considering which tense that is appropriate for certain sentence. The students, for instance, used the same tense in transferring active voice into passive voice. It is really mistake because they have learned that they have to use in the sentence. Actually, passive voice had been learnt by the first year students’ of SMAN 1 Ranah Pesisir in the second semester. Without knowing the tenses, the students will not be able to produce good grammatical sentences for speaking and writing.

Passive voice is an important material that the students should learn. Nevertheless, students view passive voice is a difficult topic to learn. Based on the researcher’s informal observation and interview with English teacher of the first year at SMAN 1 Ranah Pesisir on 16 February 2013, it was found that the students who had learned passive voice still made mistakes to transfer active voice into passive voice. The students made mistakes because there were many confusing rules how to transfer active voice into passive voice.

Brown (1984) states that grammar is a system of rules governing the conventional arrangements and relationship of words in a

sentence. There are many aspects of understanding grammar.

Tense is verb form that describes the time and level complete of action. There are 16 tenses in English. And there are simple present tense and simple past tense have active and passive voice sentence that should be learnt. They can be divided into using verb be and using verb.

Both active and passive voice have affirmative, negative, and interrogative sentence. There are several things that should be learnt in passive voice. First, the object of an active verb becomes the subject of the passive verb. Second, the subject of an active verb follows “by” in a passive voice which is called the “agent”. Third, only transitive verbs (verbs that can be followed by an object) are used in passive but it is not possible to use intransitive verbs (such as happen, sleep, come, seem) in the passive.

The purpose of this research was:

1. To describe the ability of the second year students of SMAN 1 Ranah Pesisir to transfer active voice into passive voice in affirmative form of simple present tense.
2. To describe the ability of the second year students of SMAN 1 Ranah Pesisir to transfer active voice into passive

voice in negative form of simple present tense.

3. To describe the ability of the second year students of SMAN 1 Ranah Pesisir to transfer active voice into passive voice in interrogative form of simple present tense.
4. To describe the ability of the second year students of SMAN 1 Ranah Pesisir to transfer active voice into passive voice in affirmative form of simple past tense.
5. To describe the ability of the second year students of SMAN 1 Ranah Pesisir to transfer active voice into passive voice in negative form of simple past tense.
6. To describe the ability of the second year students of SMAN 1 Ranah Pesisir to transfer active voice into passive voice in interrogative form of simple past tense.

Research Method

The design of this research was a descriptive research. In this research, the researcher wanted to describe the ability of second year students' ability of SMAN 1 Ranah Pesisir in transferring active voice into passive voice focuses in affirmative,

negative, and interrogative in simple present tense and simple past tense.

The population of this research was the second year students of SMAN 1 Ranah Pesisir in the academic year 2012/ 2013. The total number of population was 242 students. The population was from exact science and social science. It was separated into 8 classes (4 classes of IPA and 4 classes of IPS).

The researcher took the sample by using stratified cluster random sampling technique. Stratified sampling was used because the members of the populations were in two different strata; exact science and social science.

The instrument used to collect data in this research was grammar test. Grammar test was constructed in essay form. Before giving the real test, the researcher tried out the test to the students out of sample. The researcher chose one class to do try out test to know the reliability of the test. The class that was chosen was IPA 3.

The try out test consists of 30 items; 10 items for affirmative sentence, 10 items for negative sentence, and 10 items for interrogative one. The students were given 60 minutes to do the test. The test was developed by some indicators in transferring active voice into passive voice sentence. .

To find out the reliability of the test, the researcher used split half method by using Pearson's formula:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Furthermore, to know the coefficient correlation of the whole test, the result was analyzed by using Spearman Bown formula (Gay, 1987: 139).

$$r_{ii} = \frac{2r_{xy}}{1 + r_{xy}}$$

After the researcher analyzed the try out test and counting the test reliability by using Pearson Product Moment formula, the researcher found that the coefficient correlation was 0.92 that could be categorized into very high correlation. It means that the test was reliable. It also can be used as the instrument of the research.

To collect the data, the researcher used a grammar test. There were several steps in gathering data as follows:

1. The researcher checked the students' answer sheet.
2. The researcher gave the criteria of giving score.

Each item is scored 3. There are three points that are scored for each item; the correct use form of "be", the correct use

of past participle, and the use of the agent “by”.

To analyze the data, the researcher used the procedures as follows:

1. Calculating mean (M) and Standard Deviation (SD)

To calculate mean and standard deviation, the researcher used the following formulas (Arikunto, 2012: 301):

$$M = \frac{\sum x}{N} \quad \text{and} \quad SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

2. Classifying the students’ ability into high, moderate, and low ability by using the following categories (Arikunto, 2008: 40)

>M + 1 SD = High

M – 1 SD → M + 1 SD = Moderate

< M – 1 SD = Low

3. Calculating the percentage the students who get high, moderate, and low ability by using the following formula:

$$P = \frac{R}{T} \times 100\%$$

Findings And Discussions

Findings

Students’ Ability in Transferring Active Voice into Passive Voice in Simple Sentences

The result of the data analysis showed that the highest score was 89 and the lowest score was 13 and the researcher also found the mean of students’ score in transferring active voice into passive voice in simple sentences was 49.39 and standard deviation was 21.29. It also revealed that 9 students (14.75%) got high ability, 39 students (63.94%) got moderate ability and 13 students (21.31%) got low ability.

Students’ Ability in Transferring Active Voice into Passive Voice in Affirmative Form of Simple Present Tense

The result of the data analysis demonstrate that the highest score was 15 and the lowest was 1, the mean was 9.46 and standard deviation was 3.91. It was also that students’ ability in transferring active voice into passive voice in affirmative form was moderate. It was indicated by the fact that 14 students (22.95%) got high ability, 37 students (60.66%) got moderate ability, and 10 students (16.39%) got low ability.

Students' Ability in Transferring Active Voice into Passive Voice in Negative Form of Simple Present Tense

The result of the test showed that the highest score was 15 and the lowest was 1. The researcher also found the mean was 9.16 and standard deviation was 4.39. It also revealed 15 students (24.59%) got high ability, 35 students (57.38%) got moderate ability, and 11 students (18.03%) got low ability.

Students' Ability in Transferring Active Voice into Passive Voice in Interrogative Form of Simple Present Tense

The result of the data analysis showed that the highest score 15 and the lowest was 1. She found mean was 8.74 and standard deviation was 3.56 (see appendix 18). It also revealed that 14 students (22.95%) got high ability, 33 students (54.1%) got moderate ability, and 14 students (22.95%) got low ability (see appendix 20).

Students' Ability in Transferring Active Voice into Passive Voice in Affirmative Form of Simple Past Tense

It revealed that the highest score was 15 and the lowest was 0. The researcher also found the mean was 8.89 and standard

deviation was 4.83. It also found that 10 students (16.39%) got high ability, 37 students (60.66%) got moderate ability, and 14 students (22.95%) got low ability.

Students' Ability in Transferring Active Voice into Passive Voice in Negative Form of Simple Present Tense

The result of the data analysis showed that the highest score 15 and the lowest was 0. She found mean was 7.66 and standard deviation was 4.42. It also revealed that 11 students (18.03%) got high ability, 39 students (63.94%) got moderate ability, and 11 students (18.03%) got low ability.

Students' Ability in Transferring Active Voice into Passive Voice in Interrogative Form of Simple Past Tense

The result of the data analysis demonstrate that the highest score was 15 and the lowest was 1. The mean was 6.26 and standard deviation was 4.76 (see appendix 30). It also found that that 13 students (21.31%) got high ability, 30 students (49.18%) got moderate ability, and 18 students (29.51%) got low ability (see appendix 32). It means that the ability of the second year students' in transferring active voice into passive voice was moderate.

Discussions

Students' Ability in Transferring Active Voice into Passive Voice in Simple Sentences

As already discussed previously, this study found that the ability of the students in transferring active voice into passive voice in simple sentences was moderate. It means that most of the second year students were still confused about how to transfer active voice into passive voice in simple sentences.

Students' Ability in Transferring Active Voice into Passive Voice in Affirmative Form of Simple Present Tense

Based on the result of the research, it was found that the ability of the students in transferring active voice into passive voice in affirmative form of simple present tense was moderate. It means that most of the students were still confused about how to use the present participle in passive voice sentences.

Students' Ability in Transferring Active Voice into Passive Voice in Negative Form of Simple Present Tense

Based on the result research, it was found that the ability of the students in transferring active voice into passive voice in negative form of simple present tense was moderate. It means that most of the second

year students were still confused. Most of them confused about to put "not" and using of the auxiliary.

Students' Ability in Transferring Active Voice into Passive Voice in Interrogative Form of Simple Present Tense

It was found that the ability of the students in transferring active voice into passive voice in interrogative form of simple present tense based on the result research was moderate. It means that most of the second year students were still confused about to choose appropriate auxiliary be and few of them did not use past participle.

Students' Ability in Transferring Active Voice into Passive Voice in Affirmative Form of Simple Past Tense

Based on the result of the research, it was found that the ability of the students in transferring active voice into passive voice in affirmative form of simple past tense was moderate. It means that most of the students were still confused about how to transfer active voice into passive voice in using auxiliary. They still used "be" in simple present tense.

Students' Ability in Transferring Active Voice into Passive Voice in Negative Form of Simple Past Tense

It was found that the ability of the students in transferring active voice into passive voice in negative form of simple past tense based on the result of the research was moderate. It means that most of the students were still confused about in using auxiliary modal “did”. They used “did” and also used “be” in simple past tense.

Students’ Ability in Transferring Active Voice into Passive Voice in Interrogative Form of Simple Past Tense

Based on the result of the research, it was found that the ability of the students in transferring active voice into passive voice in interrogative sentences of simple past tense was moderate. It means that most of the students were confused about to use past participle.

CONCLUSIONS

Based on the findings, the researcher concluded that the ability of the second year students at SMAN 1 Ranah Pesisir in transferring active voice into passive voice in simple sentences was moderate. It was indicated by the fact that among 61 students there were 39 students (63.94%) getting moderate ability.

The conclusion can be seen specifically as follows:

1. The ability of the second year students at SMAN 1 Ranah Pesisir in transferring active voice into passive voice in affirmative form of simple present tense was moderate. It was proved by the fact that there were 37 students (60.66%) getting moderate ability.
2. The ability of the second year students at SMAN 1 Ranah Pesisir in transferring active voice into passive voice in negative form of simple present tense was moderate. It was proved by the fact that there were 35 students (57.38%) getting moderate ability.
3. The ability of the second year students at SMAN 1 Ranah Pesisir in transferring active voice into passive voice in interrogative form of simple present tense was moderate. It was proved by the fact that there were 30 students (49.18%) getting moderate ability.
4. The ability of the second year students at SMAN 1 Ranah Pesisir in transferring active voice into passive voice in affirmative form of simple past tense was moderate. It was proved by the fact that there were 37 students (60.66%) getting moderate ability, 10 students (16.39%) getting high ability, and 14 students (22.95%) getting low ability.

5. The ability of the second year students at SMAN 1 Ranah Pesisir in transferring active voice into passive voice in negative form of simple past tense was moderate. It was proved by the fact that there were 39 students (63.94%) getting moderate ability.
6. The ability of the second year students at SMAN 1 Ranah Pesisir in transferring active voice into passive voice in interrogative form of simple past tense was moderate. It was proved by the fact that there were 30 students (49.18%) getting moderate ability.

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