AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY TO TRANSFORM ACTIVE SENTENCES INTO PASSIVE SENTENCE USING SIMPLE FUTURE TENSE AT ENGLISH DEPARTMENT BUNG HATTA UNIVERSITY

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INTRODUCTION

English is an important language in the globalization era. English is important because it is the world's second language, which everyone who wants to communicate globally must learn and master[1]. This one is due to the fact that English is an international language that is used to communicate and interact between individuals from all over the world. Because of this, English is taught in almost every nation on earth.

In Indonesia, the first foreign language taught is English. It has been taught to students from junior high school into college. Students as learners are expected to be able to master four skills: listening, speaking, reading, and writing. They also acquire English components such as vocabulary, pronunciation, and grammar. However, the students currently struggle to improve their English skills because there is a grammar that has many rules.

Grammar is a crucial component of almost any language, and it is especially important for learners. Grammar is the set of rules that define how words are combined, structured, and modified to convey specific meaning[2]. As a result, grammar refers to a system of language rules that are implemented to explain the meaning of sentences. Students cannot write properly without studying grammar, so they have difficulties in writing sentences, paragraphs, and essays.

A sentence is the fundamental unit of language that expresses an entire thought. A complete sentence must include at least a subject and a main verb to express a complete thought. There are many different types of sentences that can be written. Active and passive sentences are two of them.

Active and passive sentences are used in writing not only to communicate but also to express our thoughts and ideas in order to create a set of words[3]. The active voice is a sentence that emphasizes the person doing the action (the doer of the action). In contrast to active voice, passive voice is a sentence structure in which the sentence's subject receives rather than takes action. In addition, passive voice is used to express interest in the person or item that is affected by an activity rather than the person or object who performs the action[4].

There is previous research that has been done about an analysis of students' ability to transform active sentences into passive sentences. The study was conducted by Assunção et al. (2020) [5]. They found that even if those students had acquired English grammar, they were unable to comprehend English passive voice, particularly simple present, simple past, and simple future tense, as the incorrect responses were higher than the correct answers. Furthermore, only nine students out of thirty were classified as ordinary level with a score of 114 (12.67%), and none of the students were classified as high level because their scores were weak and did not reach the target.

METHOD

This research used the descriptive method. The researcher described the second year students' ability to transform active sentences into passive sentences using simple future tense. The population of this research is the second year students at the English Department of Bung Hatta University. The total population was 30 students. Considering the number of people was relatively small, the researcher decided to take all the population as a sample. If the population size is less than 100, the entire population is sampled in the research[6]. The total sampling technique was used in this research to take a sample.

The total sample was 30 students. The researcher used the writing test as an instrument for this research. The researcher asked the students to transform active sentences into passive sentences using simple future tense. The researcher found that the reliability index of the test was 0.98 and that the test was valid. The researcher used content validity. The researcher followed several steps in collecting the data. First, the researcher prepared a grammar test. Second, the researcher told the students how to do the test. Third, the students took the test in 60 minutes, and the

researcher collected the answer sheets after 60 minutes. Then, the researcher copied the answers of the students and gave them to the second scorer. Last, both scorers calculated the students' answers sheets and identified scores based on the scoring criteria. In analyzing the data, the researcher follows several steps. First, the researcher calculated the average of the students' scores from the scorer 1 and the scorer 2. Then, the researcher converted each student's score and classified the students' abilities using the criterion of Bung Hatta University. Third, the researcher calculated the percentage of students who had very good ability, good ability, moderate ability or low ability. Finally, the researchers interpreted the result of data analysis.

FINDINGS AND DISCUSSIONS

The researcher counted the students' scores to describe their ability to transform active sentences into passive sentences using simple future tense. The highest score was 97.33 and the lowest score was 31.89. The researcher classified the students' ability based on the criterion of Bung Hatta University after calculating the average score of the first scorer and second scorer. Based on the criterion, the result of the data showed that 12 students (40.00%) had very good ability, 6 students (20.00%) had good ability, 7 students (23.33%) had moderate ability, and 5 students (16.67%) had low ability (see Appendix 7). The result of transforming active sentences into passive sentences using simple future tense can be seen in the following table:

Table 1
Students' Ability to Transform Active Sentences into Passive Sentences Using Simple Future Tense

Ability	Students	Percentage
Very Good	12	40.00%
Good	6	20.00%
Moderate	7	23.33%
Low	5	16.67%
Total	**30**	**100%**

Based on Table 1, it was found that the second year students' ability to transform active sentences into passive sentences using simple future tense at English Department Bung Hatta University was very good. On the other hand, based on the previous study which was conducted by Putri [7], the second year students at the English Department of Bung Hatta University had little problem transforming active sentences into passive sentences using present perfect continuous. It was supported by the fact that 24 students (85.714%) of the students were classified as having moderate ability. Meanwhile, 4 students (14.286%) were classified as having low ability and no student was classified as having high ability.

1. The Second Year Students' Ability to Transform Active Sentences into Passive Sentences Using Simple Future Tense in Affirmative Form

The researcher counted the students' scores to describe their ability to transform active sentences into passive sentences using simple future tense in affirmative form. The highest score that the students got was 99.67, and the lowest one was 34.67. The researcher classified the students' abilities based on the criterion of Bung Hatta University after calculating the average score of the first scorer and second scorer. Based on the criterion, the result of the data showed that 15 students (50.00%) had very good ability, 8 students (26.67%) had good ability, 1 student (3.33%) had moderate ability, and 6 students (20.00%) had low ability (see Appendix 9). The result of transforming active sentences into passive sentences using simple future tense in affirmative form can be seen in the following table:

Table 2
Students' Ability to Transform Active Sentences into Passive Sentences Using Simple Future Tense in Affirmative Form

Ability	Students	Percentage
Very Good	15	50.00%
Good	8	26.67%
Moderate	1	3.33%
Low	6	20.00%
Total	**30**	**100%**

Based on Table 2, it was found that the second year students' ability to transform active sentences into passive sentences using simple future tense in affirmative form at English Department Bung Hatta University was very good. Based on the findings above, it is in line with a study that was conducted by Lesmana & Adnan [8] entitled "An Analysis of the Second Year Students' Ability of SMAN 3 Sijunjung in Transferring Active Voice into Passive Voice in Simple Sentence". Based on her results, it was found that the students' mean score in transferring active into passive voice was in the category of good (68.79). So, these two studies had similar findings.

2. The Second Year Students' Ability to Transform Active Sentences into Passive Sentences in Negative Form

The researcher counted the students' scores to describe their ability to transform active sentences into passive sentences using simple future tense in negative form. The highest score that the students got was 98.67, and the lowest one was 23.33. The researcher classified the students' abilities based on the criterion of Bung Hatta University after calculating the average score of the first scorer and second scorer. Based on the criterion, the result of the data showed that 12 students (40.00%) had very good ability, 4 students (13.33%) had good ability, 6 student (20.00%) had moderate ability, and 8 students (26.67%) had low ability. The result of transforming active sentences into passive sentences using simple future tense in affirmative form can be seen in the following table:

Table 3
Students' Ability to Transform Active Sentences into Passive Sentences Using Simple Future Tense in Negative Form

Ability	Students	Percentage
Very Good	12	40.00%
Good	4	13.33%
Moderate	6	20.00%
Low	8	26.67%
Total	**30**	**100%**

Based on Table 3, it was found that the second year students' ability to transform active sentences into passive sentences using simple future tense in negative form at English Department Bung Hatta University was very good.

Meanwhile, compared to the third previous study that was conducted by Fawzah [9], the results showed that in changing active voice into passive voice using simple present tense and simple past tense, students had difficulties in determining proper pronouns (52 errors or 6.46%), auxiliary verbs (385 errors or 47.88%), past participle (197 errors or 23.45%), and misordering (103 or 12.81%). His findings showed that the students made some errors or had some difficulties in changing active voice into passive voice using the simple present tense and simple past tense. So, from these two studies, different findings were found.

3. The Second Year Students' Ability to Transform Active Sentences into Passive Sentences Using Simple Future Tense in Interrogative Form

The researcher counted the students' scores to describe their ability to transform active sentences into passive sentences using simple future tense in interrogative form. The highest score that the students got was 99.67, and the lowest one was 34.67. The researcher classified the students' abilities based on the criterion of Bung Hatta University after calculating the average score of the first scorer and second scorer. Based on the criterion, the result of the data showed that 6 students (20.00%) had very good ability, 13 students (43.33%) had good ability, 3 students (10.00%) had moderate ability, and 8 students (26.67%) had low ability. The result of transforming active sentences into passive sentences using simple future tense in affirmative form can be seen in the following table:

Table 4
Students' Ability to Transform Active Sentences into Passive Sentences Using Simple Future Tense in Interrogative Form

Ability	Students	Percentage
Very Good	6	20.00%
Good	13	43.33%
Moderate	3	10.00%
Low	8	26.67%
Total	**30**	**100%**

Based on Table 4, it was found that the second year students' ability to transform active sentences into passive sentences using simple future

tense in affirmative form at English Department Bung Hatta University was good.

Based on the findings above, it is in line with a study that was conducted by Kurniawati [10] entitled "An Analysis of The Second Year Students' Grammar Mastery in Writing Passive Sentences After Using Zoom at The English Department of Bung Hatta University". Based on her results, it was found that there were 18 students (48.65%) who had a very high ability to write passive voice sentences with simple future tense. So, these two studies had similar findings.

CONCLUSIONS AND SUGGESTIONS

Based on the findings, it can be concluded that the second year students' ability to transform active sentences into passive sentences using the simple future tense was very good. The conclusion was indicated by the fact that 12 students (40.00%) had very good ability, 6 students (20.00%) had good ability, 7 students (23.33%) had moderate ability, and 5 students (16.67%) had low ability. The details are as follows:

1. The second year students' ability to transform active sentences into passive sentences using simple future tense in affirmative form at the English Department at Bung Hatta University was very good. It was supported by the fact that there were 15 students (50.00%) who had very good ability, 8 students (26.67%) who had good ability, 1 student (3.33%) who had moderate ability, and 6 students (20.00%) who had low ability.

2. The second year students' ability to transform active sentences into passive sentences using simple future tense in negative form at the English Department at Bung Hatta University was very good. It was supported by the fact that there were 12 students (40.00%) who had very good ability, 4 students (13.33%) who had good ability, 6 students (20.00%) who had moderate ability, and 8 students (26.67%) who had ability.

3. The second year students' ability to transform active sentences into passive sentences using simple future tense in interrogative form at the English Department at Bung Hatta University was good. It was supported by the fact that there were 6 students (20.00%) who had very good ability, 13 students (43.33%) who had good ability, 3 students (10.00%) who had moderate ability, and 8 students (26.67%) who had low ability.

In relation to the conclusion, she suggests that the students maintain their ability to transform active sentences into passive sentences using the simple future tense and do more exercises in other tenses. She suggests the lecturers motivate the students to maintain their ability to transform active sentences into passive sentences using the simple future tense and do more exercises in other tenses. For the next researchers, she suggests describing the student's ability to transform active sentences into passive sentences in any other tenses.

Keywords: Ability, Transforming, Active Sentences, Passive Sentences, Simple Future Tense

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