

**AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY IN
CHANGING ACTIVE SENTENCES INTO PASSIVE ONES OF
PRESENT PERFECT CONTINUOUS TENSE AT ENGLISH
DEPARTMENT OF BUNG HATTA UNIVERSITY**

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Abstract

This research was purposed to describe the second year students' ability in changing active sentences into passive ones at English Department of Bung Hatta University. The research design was descriptive in nature. The population of this research was the second year students at English Department of Bung Hatta University with total population 104 students. The writer used cluster random sampling technique in taking the sample. The result of the data analysis showed that 24 out of 28 students had moderate ability in changing active sentences into passive ones . In detail, the findings showed that 25 out of 28 students had moderate ability in changing the subject of active sentences into passive ones. 20 students out of 28 students had moderate ability in changing the auxiliary of active sentences into passive ones. 23 out of 28 students had moderate ability in the use of *be* in changing active sentences into passive ones. 26 out of 28 students had moderate ability in the use of *be + ing* in changing active sentences into passive ones. 22 out of 28 students had moderate ability in changing the verb of active sentences into passive ones. 27 out of 28 students had moderate ability in the use of agent in changing active sentences into passive ones. The last, 24 out of 28 students had moderate ability in the use of time signal in changing active sentences into passive ones.

Key words: Analysis, Ability, Changing, Active, Passive.

Introduction

In this globalization era, where there is no real boundaries seen, people need a language to communicate. As the communication and information technology are growing rapidly, people need one language to understand each other. English had been chosen as the

language to unite the world in globalization.

There are several considerations in deciding English as an international language. First, English has fix forms and rules, so that it is understandable. Second, many powerful countries use English. As the impact, English spreads all over the

world so that many countries are familiar with English.

One important problem in using English is dealing with the grammar. In order to fully understand English, grammar needs to be considered. Mastering grammar will assure people to deliver their thought well, as the result other people will understand the idea they delivered well too. Hence, grammar mainly supports the skills of listening, speaking, reading and writing.

One grammar feature that is considered difficult by English learners is changing active into passive sentence. High school students have already learnt the way of changing active sentences into passive ones. Changing active sentences into passive ones is also studied by students in English Department. But still, it is considered to be difficult.

The fact and explanation above motivated the researcher to have a study about the students' ability at English Department of Bung Hatta University who are in their second year in changing active sentences into passive ones of present perfect continuous tense. There is a crucial reason in having this study. It is clear that the ability of students in changing active sentences into passive ones has a close relation with their ability in grammar as a whole. Since they understand grammar, it would be easy for them to change the

sentence from active to passive sentence. This study will give a general view of the students' ability in mastering grammar itself.

In changing active sentences into passive ones, students seemed to be confused about seven rules. The first one is in changing the subject from the active to the passive sentence. The second problem is in placing the correct *be* from the active sentences into passive ones. The third problem is in changing the auxiliary that is used from the active sentence into the passive sentence (*have* or *has*). The auxiliary form is based on the subject of the sentence, whether it is singular or plural. This happens in present perfect continuous tense. The fourth is in having *be+ing* (*being*). In present perfect continuous, there must also be *be+ing* (*being*). Students usually forget to place it in their sentence. The fifth problem is in changing the verb. The verb in passive sentence has to be the perfect participle. The sixth is having the correct *agent* after having the verb. The last problem is in having the correct the time signal.

Based on the identification above, the researcher limited her study on the discussion about changing active of present perfect continuous tense sentences into its passive sentences. The researcher also limited the study on the ability of the students in changing the subject, changing

the auxiliary, placing the correct *be*, having the *be + ing*, having the correct verb, placing correct the *agent*, and placing the correct time signal in changing active to the passive sentences of the present perfect continuous tense. The researcher chose the students of Bung Hatta University at English Department in second year, who are firstly registered in 2012 academic year, as the sample of the study. The result of the grammar test was analyzed to see if the students were able to change the sentences gramatically correct or not.

The general porpose of this study was to describe the second year students' ability in changing active sentences into passive ones of present perfect continuous tense at English Department of Bung HattaUniversity. The specific purpose of this study was to describe the second year students' ability in changing the subject, changing the auxiliary, having the correct *be*, having the *be + ing*, changing the verb, having the correct *agent* and having the correct time signal in changing active sentences into passive ones of present perfect continuous tense at English Department of Bung Hatta University.

Research Method

Gay (1987: 4) states that research is a piece of study about problems in a formal, systematic and scientific way.

Educational research is also a piece of study in a formal, systematic and scientific way but the problem is only about educational problems.

This research is classified into descriptive in nature. Descriptive research is done by collecting data in order to test the hypotheses or answer the question related to the condition of the subject of the study (Gay, 1987: 10). In this research, the researcher analyzed the students' ability in changing active into passive sentences of the present perfect continuous tense.

Population is the group to which the researcher is going to conduct the research and the result of the study can be generalizable to that group. Sampling is the identification of the population, determination of required sample size and selection of the sample (Gay, 1987:118).

The population of this research is the second year students of English Department who were firstly registered in 2012 academic year at Bung Hatta University. The researcher chose them as the population because they had already learned the lesson about changing active into passive sentences. The total number of the population is 104 students. They had been divided into 3 classes. The distribution of the classes is shown in Table 3.1:

Table 3.1
Table Distribution of the
population members

No	Class	Number of Students
1	A	33
2	B	36
3	C	35
Total		104

The researcher took the sample by using cluster random sampling technique. She used this technique because the population is divided into groups, in this case all of the classes had the same characteristics, they studied the same subject (Gay, 1987: 110). The researcher took randomly 1 class out of three classes available. The researcher wrote the name of each class on a piece of paper, rolled them, put them in a box then mixed the paper up. The researcher then picked 1 paper from the box with closed eyes. The paper which was picked would lead the researcher to the sample of the research. The class which is chosen as the sample was A class with 33 students that represent 31.73% of the total population.

The researcher used a grammar test in the form of writing test for research instrument. She gave twenty sentences of present perfect continuous tense to the

students. It was the students' task to change the sentences into their passive form.

Before giving the test to the sample, there had been a try out test which had been given to the students out of the sample. The reason of having try out was that since the test was made by the researcher, then it is not a standardized test. To make sure that the test would work well for the students and to know whether the test is reliable or not, then a try out should be carried. Another reason to have try out is to make sure that the test is understandable by the students and whether or not the students have enough time to do the test.

A good test should be valid and reliable. The validity is the degree to which a test measures what it is supposed to measure (Gay, 1987: 128). It means that the test is valid if the test based on the syllabus and materials that the lecturers use so that they are able to understand and answer the test.

Gay (1987: 135) states that reliability is the degree to which a test consistently measures whatever it is measured. To measure the reliability of the test, the researcher used interrater method. It refers to reliability of two or more scorers. The first scorer would be the researcher and the second scorer would be Raenata Ramadhani. The function of

having two scorers is to avoid the subjectivity in scoring the test. The reliability of two scorers can be measured by using correlational technique.

The researcher analyzed the correlation coefficient by using Pearson Product Moment Formula (Arikunto, 2012: 87) as follows:

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

r_{xy} = the coefficient of correlation of two scores

n = the number of the students who follow the test

x = the first scorer's score

y = the second scorer's score

\sum_{xy} = the total score of cross product xy

The value of r_{xy} was then consulted to the r table on the degree of freedom $N-2$ and the level of significance 95% ($\alpha.05$). If the r calculated is bigger than r table, the test is reliable.

The degree of coefficient of correlation of the test based on Arikunto's idea is as the following (2010:319):

.81 – 1.00 = very high correlation

.61 – .80 = high correlation

.41 – .60 = moderate correlation

.21 – .40 = low correlation

.00 – .20 = very low correlation

The detail of the try out test that had been held by the researcher can be drawn in the following paragraphs. The try out test had been prepared by the researcher since the seminar. The test consist of twenty items. Each item has seven maximum points. The maximum point that a student can get if he/she has all correct answers is 140 points.

The researcher gathered the data about students' ability in changing active sentences into passive ones of present perfect continuous tense. In order to gather the data, she went through some procedures as follows:

1. The grammar test was prepared.
2. The students was told of how to do the test.
3. The students did the test in 45 minutes.
4. After 45 minutes, the researcher gathered the answer sheets.
5. The researcher gave the copies of answer sheet to the second scorer.
6. The researcher (first scorer) and the second scorer calculated the score of each student.
7. The researcher (first scorer) calculated the average of scores of the students.

Table 3.2. the Criteria of Scoring the Data

No	Changing Active Sentences into
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Passive Ones of Present Perfect Continuous Tense		
	Components	Score
1	Correct subject	1
2	Correct auxiliary	1
3	Correct <i>be</i>	1
4	Correct <i>be+ing</i>	1
5	Correct verb	1
6	Correct <i>agent</i>	1
7	Correct time signal	1
Total score		7

In this research the researcher used descriptive technique to analyze the data. In using this technique the average ability (M) and standard deviation (SD) need to be measured. To measure the average ability and the standard deviation the researcher used the formula (Gay, 1987:361) as follow:

1. calculating students' raw scores

$$\frac{x_1 + x_2}{2}$$

x₁= students' score from scorer 1

x₂= students' score from scorer 2

2. Calculating mean

$$M = \frac{\sum X}{N}$$

Where:

M= Mean

$\sum X$ = total score of students

N= Number of sample

3. Standard deviation

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

Where:

SD= Standard Deviation

x= Student's score

$\sum x$ = The total of x

$\sum x^2$ = the total of x²

N= total number of students

4. Classifying students ability into high, moderate, and low ability. The researcher used the following formula by Arikunto (2012:299):

$$>M+SD \quad \rightarrow$$

High Ability

$$\text{Between } M - SD \text{ until } M + SD \rightarrow$$

Moderate Ability

$$<M - SD \quad \rightarrow$$

Low Ability

5. Calculating the percentage of students who get high, moderate, or low ability by using the formula:

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

Where:

P= Percentage of the students who get the ability

R= The sum of the students who get high, moderate, or low ability

T= The sum of the students

Findings

The test was conducted on Thursday, 12 of June 2014 at 10.20 am. The test took place in Campus II of Bung Hatta University on Aia Pacah. The data were collected by giving an essay test to 28 students who were participated in the test. There were 20 items in the test. Each item has maximal 7 points if the students are able to give the correct answer. It means that the total score that the students suppose to have with all correct answer is 140.

The highest score which was achieved by the students was 139 and the lowest score was 38.5. The mean was 126.214 and the standard deviation was 14.460. There was no student classified into high ability and the percentage was 0%. There were 24 students classified into moderate ability and the percentage was 85.714%. There were 4 students classified in low ability and the percentage was 14.286%.

The highest score that was achieved by students in changing the subject of active sentences into passive ones of present perfect continuous tense was 20 and the lowest score was 10. The mean was 17.911 and the standard deviation was 2.0895. There was no student classified in high ability and the percentage was 0%. There were 25 students classified in moderate ability and

the percentage was 89.286%. There were 3 students classified in low ability and the percentage was 10.714%.

The highest score that was achieved by the students in changing the auxiliary of active sentences into passive ones of present perfect continuous tense was 20 and the lowest was 8. The mean was 16.446 and the standard deviation was 3.908. There was no student classified in high ability and the percentage was 0%. There were 20 students classified in moderate ability and the percentage was 71.429%. There were 8 students classified in low ability and the percentage was 28.571%.

The highest score that was achieved by the students in the use of *be* in changing active sentences into passive ones of present perfect continuous tense was 20 and the lowest score was 18. The mean was 19.769 and the standard deviation was 0.443. There was no student classified in high ability and the percentage was 0%. There were 23 students classified in moderate ability and the percentage was 83.143%. There were 5 students classified in low ability and the percentage was 17.857%.

The highest score that was achieved by the students in the use of *be + ing* in changing active sentences into passive ones of present perfect continuous tense was 20 and the lowest was 7.5. The

mean was 18.842 and the standard deviation was 2.903. There was no student classified in high ability and the percentage was 0%. There were 26 students classified in moderate ability and the percentage was 92.857%. There were 2 students classified in low ability and the percentage was 7.143%.

The highest score that was achieved by the students in changing the verb of active sentences into passive ones of present perfect continuous tense was 20 and the lowest was 2. The mean was 15.5 and the standard deviation was 6.146. There was no students classified in high ability and the percentage was 0%. There were 22 students classified in moderate ability and the percentage was 78.571%. There were 6 students classified in low ability and the percentage was 21.429%.

The highest score that was achieved by the students in the use of agent in changing active sentences into passive ones of present perfect continuous tense was 20 and the lowest score was 15. The mean was 18.723 and the standard deviation was 3.464. There was no student classified in high ability and the percentage was 0%. There were 27 students classified in moderate ability and the percentage was 96.429%. There was 1 student classified in low ability and the percentage was 3.571%.

The highest score that was achieved by the students in the use of time signal in changing active sentences into passive ones of present perfect continuous tense was 20 and the lowest score was 17. The mean was 19.375 and the standard deviation was 0.763. There was no student classified in high ability and the percentage was 0%. There were 24 students classified in moderate ability and the percentage was 85.714%. There were 4 students classified in low ability and the percentage was 14.268%.

Discussion

The result of the research led us to the conclusion that the students' ability in changing active into passive sentences of present perfect continuous tense was moderate. It was supported by the fact that 24 students (85.714%) of the student was classified to have moderate ability. Meanwhile, 4 students (14.286%) of the student was classified to have low ability and no student was classified to have high ability.

There were no student classified into high ability. The researcher assumed that this happened because of the example provided in the very beginning of the test sheet. This test was specialized in one tense only, present perfect continuous tense, with the example that was provided, the students were able to looked up to it

and modified the other sentences to be like the example which was provided. The situation above allowed most of the students to get high score but in classifying the students ability, no student was classified into high ability even they reached the highest score (140) because according to the math result, a student could be classified into high ability if the score is more than 140 which is impossible to be reached.

As stated before, the students' ability in changing the subject of active sentences into passive ones of present perfect continuous tense was moderate. No student was able to achieve high ability. 25 students (89.286%) were in moderate ability and 3 students (10.714%) were in low ability. The mistake in writing of the subject seemed to be the major problem which was faced by the students.

Example:

1. Harry and Ron have been sending an e-mail all morning.

Student's answer: The e-mail have been sending by Harry and Ron all morning.

The correct one : An email has been being sent by Harry and Ron all morning.

2. Ronald Weasley has been clearing the tables all morning.

Student's answer: The table has been being clearing by Ronald Weasley all morning.

The correct one: The tables have been being cleared by Ronald Weasley all morning.

Students' ability in changing the auxiliary of active sentences into passive ones of present perfect continuous tense was moderate. There were 20 students (71.429%) have moderate ability, 8 students (28.571%) have low ability and no student have high ability. The researcher assumed that this happened because the students confuse of the use of the auxiliary, whether they have to use have or has.. When they change the subject of the sentence, they forgot to change the auxiliary. That was main problem which was faces by the students.

Example:

1. The father has been feeding the children for hours

Student's answer: The children has ben feeding by the father for hours.

The correct one: The children have been being fed by the father for hours.

2. Many people have been visiting the theater since January.

Student's answer: The theater have been being visit many people since January.

The correct one: The theater has been being visited by many people since January.

Students' ability in the use of *be* in changing the active sentences into passive

ones of present perfect continuous tense was moderate. There were 23 students (83.143%) have moderate ability, 5 students (17.857%) have low ability and no student has high ability. This probably happened because they forgot to put the *be* or they miss the right spelling of *be* in writing the sentences.

Example:

1. The father has been feeding the children for hours.

Student's answer: The children has ben feeding by the father for hours.

The correct one: The children have been being fed by the father for hours.

2. Dobby has been painting the house all afternoon.

Student's answer: The house has beeing paint by Dobby all afternoon.

The correct one: The house has been being painted by Dobby all afternoon.

As explained before, students' ability in the use of *be + ing* in changing active into passive sentences of present perfect continuous tense was moderate. There were 26 students (92.857%) have moderate ability, 2 students (7.143%) have low ability and no student has high ability. This might be because the students forgot to use the *be + ing* in writing their sentence.

Example:

1. James and Lily Potter have been realizing the plot since the very beginning.

Student's answer: The plot has been realizing by James and Lily Potter since the very beginning.

The correct one: The plot has been being realized by James and Lily Potter since the very beginning.

2. Ginny has been practicing the spell all day.

Student's answer: The spell has been practicing by Ginna all day.

The correct one: The spell has been being practiced by Ginny all day.

Students' ability in changing the verb of active sentences into passive ones of present perfect continuous tense was moderate. There were 22 students (78.571%) had moderate ability, 6 students (21.429%) had low ability and no student had high ability. This probably because they confuse whether to use verb+ing or past participle or they might be did mistake in the spelling while they were writing the verb in the sentence or they had no idea which verb to be used in the sentence.

Example:

1. Hermione has been taking many classes since the beginning of the semester.

Student's answer: Many classes has been taking by Hermione the beginning of the semester.

The correct one: Many classes have been being taken by Hermione since the beginning of the semester.

2. Malfoy, Crab and Goyle have been following Harry all morning.

Student's answer: Harry has been being follow by Malfoy, Crab and Goyle all morning.

The correct one: Harry has been being followed by Malfoy, Crab and Goyle all morning.

Another result of this research shows us that students' ability in the use of agent in changing active sentences into passive ones of present perfect continuous tense was moderate. This was supported by the data analysis that showed us that there were 27 students (96.429%) had moderate ability, 1 student (3.571%) had low ability and no student had high ability. This was because the students forgot to put the agent after they changed the sentence from active sentences into passive ones.

Example:

1. Mr. Weasley has been closing the shop for three months.

Student's answer: The shop has been being close Mr. Weasley for three months.

The correct one: The shop has been being closed by Mr. Weasley for three months.

2. Harry has been consuming the the pumpkin juice all evening.

Student's answer: The pumpkin juice has been being consume all evening.

The correct one: The pumpkin juice has been being consumed by Harry all evening.

As already discussed above, students' ability in the use of time signal in changing active sentences into passive ones of present perfect continuous tense was moderate. There were 24 students (85.714%) had moderate ability, 4 students (14.286%) had low ability and no student had high ability. This was because because they forgot to put the time signal at the end of the sentence and some students also did mistake in writing the time signal as they were writing the sentences.

Example:

1. I have been preparing the cake for the party since last week.

Student's answer: The cake for the party has been being prepare by me.

The correct one: The cake for the party has been being prepared by me since last week.

2. The bartender has been making many drinks since the beginningg of the evening.

Student's answer: Many drinks have been make the bartender of the evening.

The correct one: Many drinks have been being made by the bartender since the beginning of the evening.

Conclusions

In general, students' ability in changing active into passive sentences was in moderate level. It was shown in the result of data analysis. It presented that

there was 85.714% of students in moderate level of ability.

To add more detail, the researcher divided students' ability in changing active into passive sentences of present perfect continuous tense into seven classes. First, students' ability in changing the subject of active into passive sentences of present perfect continuous tense. in this class, students' ability was in the moderate level of ability. It was supported by the fact that there was 89.286% students in moderate level of ability. Second, students' ability in changing the auxiliary of active into passive sentences of present perfect continuous tense. most of the students were in moderate level of ability in this class with the percentage of 71.429%. Third, students' ability in the use of *be* in changing active into passive sentences of present perfect continuous tense. In this class, the students' ability was also in moderate level of ability. There was 83.143% of students that was counted into moderate level of ability. Fourth, students' ability in the use of *be + ing* in changing active into passive sentences of present perfect continuous tense. moderate level of ability was also achieved by the students in this class. As the data analysis was counted, it led to the result that there th percentage of students in moderate level of ability was higher than two other level of ability with the number of 92.857%. Fifth,

students's ability in changing the verb of active into passive sentences of present perfect continuous tense. just like the other result, students' ability in this class was moderate with the number of percentage 78.571%. Sixth, students' ability in the use of agent in changing active into passive sentences of present perfect continuous tense. in this class, students' ability was also moderate. The result of data analysis showed that the percentage of students in moderate level was 96.429%. The last, students' ability in the use of time signal in changing active into passive sentences of present perfect continuous tense. The percentage of students' ability in moderate level was 85.714%. This means that the students' ability in this class was also in moderate level of ability.

Suggestions

There were several suggestions that the researcher would like to present related to the result of this reseach. They are:

1. The teachers are suggested to give more exercises in order improve students understanding in changing active into passive sentences of present perfect continuous tense more over in the change of the auxiliary and verb. Teachers are also expected to give more motivation to the students so that their intention to learn more

about english in general would increase.

2. The students are expected to learn more and do more exercise in changing active into passive sentences of present perfect continuous tense. They are also expected to pay more attention to the change of the auxiliary and the verb.
3. The researcher suggests to the next researchers to find out student's ability in any other tenses such as present tense including present tense, present perfect tense, present continuous tense and present perfect continuous tense. if the next researchers are going to do a research in one particular tense only, the researcher suggests the next researchers not to include the example of the answer on the answer sheet.

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