

Analysis on the Students' Difficulties in Transforming Active Simple Sentences into Passive Ones on Eleventh Year Students at SMA Negeri 12 Sijunjung

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Abstract

The purpose of this research was to describe the difficulties of the eleventh year students at SMA Negeri 12 Sijunjung in transforming active sentences into passive ones. The design of this research was descriptive in nature. The population of this research was 95 eleventh year students at SMA Negeri 12 Sijunjung. In selecting the sample, the researcher used stratified proportional random sampling technique. The number of sample was 19 students from both Exact class and Social classes. The result of the data analysis showed that the eleventh year students at SMA Negeri 12 Sijunjung were classified into having difficulties. It was proved by the fact that 12 students from 19 students (63.16%) had difficulties. In detail, It was proved by the fact that 15 students (78.95%) had difficulties. The classification of students' difficulties in transforming active simple sentences in negative form into passive ones of simple present tense was having difficulties. It was due to the fact that 10 students (52.63%) had difficulties. The classification of students' difficulties in transforming active simple sentences in affirmative form into passive ones of simple past tense was having difficulties. It was proved by the fact that 12 students (63.16%) had difficulties. The classification of students' difficulties in transforming active simple sentences in negative form into passive ones of simple past tense was having difficulties. It was proved by the fact that 12 students (63.16%) had difficulties.

Key words: Analysis, Difficulty, Transforming, Active, Passive.

Introduction

Language has important roles in intellectual and socialization and it is necessary to be mastered in the era of globalization. Globalization era as the new era when people in this world are living "force" the people indirectly to learn English as an international language. Wikipedia (2014) states that globalization has made tourism as a popular global leisure activity. The World

Health Organization (WHO) estimates that up to 500,000 people are in flight at any one time. It means that we can meet foreign people anywhere and anytime and the foreign people usually using English as their language because English is an international language.

English is different from Indonesian language. Every language has its own system, skills, and grammar. The difference between the grammar of English and Indonesian may

become one of the factors that can trigger students to make errors. Thus, error can be caused by both L1 and L2”.

There are many aspects discussed in English grammar. One of them is passive voice. According to Dixon (1986) “the passive voice is formed by using the verb to be, used as an auxiliary and the past participle of the main verb”. He said that “passive voice is used when it is known or not important to know exactly who performs an action”. High school students have already learnt the way of transforming active simple sentences into passive ones. Students usually make mistakes or errors in using ‘to be or auxiliary verb as a main verb or auxiliary verb corresponded with the subjects as its attendance in a sentence. Hence in forming passive voice there are some students who may still make errors in the pattern, either in changing subjects and object or in using relative pronouns (and) by using the correct tenses forms.

Based on the description above, the researcher intended to analyze some difficulties in transforming active voice into passive ones, using difficulties analysis, especially simple present and simple past form.

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 (verb that can be followed by an object) are used in passive voice sentences but it is not possible to

use intransitive verbs (such as happen, sleep, come, seem) in the passive voice sentences.

To avoid misunderstanding and to clarify the problems, it was important to set some limitation of the problems. The research focused on student’s difficulties in transforming active simple sentences into passive ones of simple present tense and simple past tense, which were divided into the passive voice in the simple present form and passive voice in the simple past form. The researcher limited the problem in transforming active simple sentences into passive voice in affirmative and negative sentences only. English teacher in SMA 12 Sijunjung also stated that she is focusing on affirmative and negative forms while teaching passive voice sentence. The researcher described the eleventh year students’ difficulties of SMA Negeri 12 Sijunjung because the researcher wanted to know about the difficulties that are faced by the students in transforming active simple sentences into passive ones.

The purposes of the research was to describe the students’ difficulties in transforming active simple sentences into passive ones of simple present tense and simple past tense. The spesific purposes of this research were to find out the eleventh year students’ difficulties in transforming active simple sentences in affirmative form into passive ones of simple present tense, transforming active simple sentences in negative form into passive ones of simple present tense, transforming active simple sentences in affirmative form into passive ones of simple past tense, transforming active

simple sentences in negative form into passive ones of simple past tense.

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' difficulties in transforming active simple sentences into passive ones.

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 was the eleventh year students of SMA Negeri 12 Sijunjung. They were chosen as the population because they had already learned the lesson about passive voice sentences in two tenses : simple present tense and simple past tense. The total number of the population is 95 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	XI IPA 1	30
2	XI IPS 1	32
3	XI IPS 2	33
Total		95

In this research, the researcher used stratified proportional random sampling because identifying sub group (strata) in the population and take population randomly. According to Clipart (2003), stratified proportional random sampling is the process of selecting a sample based on strata and departs, and it was taken proportionally under the consideration of population, a random sample is taken from each strata (subgroup) randomly. In term of proportion, researcher takes 20% of each strata. To chose the sample, the researcher chose the proportion of each course randomly from each member of the subgroups, because the two courses were different in term of teaching material, syllabus, the teachers and motivation in learning English. The researcher wrote the names of sample in pieces of papers and put them into two boxes because the population devided into two strata, one box for Exact science class and the other for Social science classes, where each courses have been chosen 20% from 30 students for Exact science class and 20% from 65 students from Social science classes. The total number of the sample was 19 students. The researcher took

six students from 30 students of Exact science class and 13 students from 65 students of Social science classes by taking pieces of paper that had already mixed up with close eyes.

The researcher used a grammar test for research instrument. He gave ten sentences in positive and negative form of simple present tense and ten sentences in positive and negative form of simple past 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 was not a standardized test. To make sure that the test would work well for the students and to know whether the test was reliable or not, then a try out should be carried. Another reason to have try out was to make sure that the test was 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 teachers used so that they are able to understand and answer the test. The test materials that the researcher gave to the students were based on syllabus or teaching materials which had been given by the teacher.

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 split half method. Researcher calculated the coefficient correlation between first ten items and last ten items, it has been measured 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 variable x and y

n = the number of the students who followed the test

x = the sum of first ten items' score

y = the sum of last ten items' score

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

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

r_{ii} = the reliability coefficient for total test

r_{xy} = the coefficient correlation of two halves of the test

The degree of coefficient of correlation of the test based on Arikunto's idea is as the following (2012:319):

.81 – 1.00 = very high correlation

.61 – .80 = high correlation

.41 – .60 = moderate correlation

.21 – .40 = low correlation

.00 – .20 = very low correlation

The try out test had been prepared by the researcher since the seminar. The test consist of twenty items. Each item has four maximum points. The maximum point that a student can get if he/she has all correct answers is 80 points.

The researcher gathered the data about students' difficulties in writing passive voice sentences in simple present tense and simple past tense. In order to gather the data, he went through some procedures as follows:

1. The grammar test was distributed.
2. The students did the test in 40 minutes.
3. After 40 minutes, the researcher gathered the answer sheets.
4. The researcher gave score on students' answer sheet, the researcher gave one score if he did not find the difficulty and zero score if he found the difficulty for each criteria below. Maximum score for each sentence is four, the possible maximum score for whole test is 80 and minimum one is zero.
1. The students have difficulty in transforming active simple sentences in affirmative form into passive ones, if they do not put the subject of active sentence as the object of passive voice sentence.
2. The students have difficulty in transforming active simple sentences in affirmative form into passive ones,

if they do not use "by" that is followed by subject of an active verb that becomes the object in passive voice sentence.

3. The students have difficulty in transforming active simple sentences in affirmative form into passive ones, if they do not use the appropriate verb be in passive voice sentence.
4. The students have difficulty in transforming active simple sentences in affirmative form into passive ones, if they do not use appropriate verb III (Past Participle) in passive voice sentences.
5. The students have difficulty in transforming active simple sentences in negative form into passive ones, if they do not put the subject of active sentence as the object of passive voice sentence.
6. The students have difficulty in transforming active simple sentences in negative form into passive ones, if they do not use "by" that is followed by subject of an active verb that becomes the object in passive voice sentence.
7. The students have difficulty in transforming active simple sentences in negative form into passive ones, if they do not use the appropriate verb be + not in passive voice sentence.
8. The students have difficulty in transforming active simple sentences in negative form into passive ones, if they do not use appropriate verb III

(Past Participle) in passive voice sentences.

In analyzing data, the researcher used the procedures as follows:

1. The researcher calculated Mean (M) and standard deviation by using the following formula Arikunto (2012:264):

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

Where:

M = mean

$\sum x$ = sum of x / sum of students' score

N = number of students

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

Where:

SD = standard deviation

$\sum x$ = total score of X

$\sum x^2$ = total score of x^2

N = number of students

2. To classify the students into students who had difficulty and those who had no difficulty, the researcher used formula as shown in Table 3.3

Table 3.3

Category	Classification
$\geq M + .5 SD$	Having no difficulty
$< M + .5 SD$	Having difficulty

Modified from Arikunto (2012: 299)

3. The researcher counted the percentage of the students who had no difficulties and have difficulties by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = percentage of the students who had or had no difficulty

F = frequency of students who had or had no difficulty

N = total of students

Findings

The test was conducted on Monday, 8 of December 2014 at 13.30 pm after the students had English examination in the morning. The test took place in SMA Negeri 12 Sijunjung on Lubuak Tarok, Sijunjung. The data were collected by giving an essay test to 19 students who were participated in the test.

The highest score which was achieved by the students was 76 and the lowest score was 28. The mean was 59.42 and the standard deviation was 12.23. There were 7 students had no difficulty in transforming active simple sentences into passive ones and the percentage

was 36.84%. There were 12 students had difficulties in transforming active simple sentences into passive ones and the percentage was 63.16%.

The highest score that was achieved by students in transforming active simple sentences in affirmative form into passive ones of simple present tense was 20 and the lowest score was 14. The mean was 17.47 and the standard deviation was 1.54. There were 4 students had no difficulty in transforming active simple sentences into passive ones and the percentage was 21.05%. There were 15 students had difficulties in transforming active simple sentences in affirmative form into passive ones of simple present tense and the percentage was 78.95%.

The highest score that was achieved by the students in transforming active simple sentences in negative form into passive ones of simple present tense was 20 and the lowest was 5. The mean was 15.32 and the standard deviation was 4.17. There were 9 students had no difficulty in transforming active simple sentences in negative form into passive ones and the percentage was 47.37%. There were 10 students had difficulties in transforming active simple sentences in negative form into passive ones of simple present tense and the percentage was 52.63%.

The highest score that was achieved by students in transforming active simple sentences in affirmative form into passive ones of simple past tense was 19 and the lowest score was 3. The mean was 13.84 and the standard deviation was 3.97. There were 7 students had no difficulty in transforming

active simple sentences into passive ones and the percentage was 36.84%. There were 12 students had difficulties in transforming active simple sentences in affirmative form into passive ones of simple past tense and the percentage was 63.16%.

The highest score that was achieved by the students in transforming active simple sentences in negative form into passive ones of simple past tense was 19 and the lowest was 0. The mean was 12.79 and the standard deviation was 5.08. There were 7 students had no difficulty in transforming active simple sentences in negative form into passive ones of simple past tense and the percentage was 36.84%. There were 12 students had difficulties in transforming active simple sentences in negative form into passive ones of simple past tense and the percentage was 63.16%.

Discussion

The result of the research led us to the conclusion that the students had difficulties in transforming active simple sentences into passive ones of simple present tense and simple past tense. It was supported by the fact that 7 students (36.84%) of the students were classified to having no difficulty. Meanwhile, 12 students (63.16%) of the students were classified to having difficulties.

The researcher assumed that this happened because of the example provided in the very beginning of the test sheet. This test was specialized in two tense only, simple present tense and simple past tense, but the example was only in simple present tense, the students were able to looked up to it and modified the

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' difficulty, most of students were classified into having difficulties even they reached the score a little lower than highest score (80) because according to the math result, a student could be classified into had no difficulty if the score is similar or more than 65.535 which is reached by 7 students only.

As stated before, the students had difficulties in transforming active simple sentences into passive ones. The mistake in changing the subject to be object seemed to be problem which was faced by the students.

Example:

He buys the books from the bookstore.

Student's answer: The books are bought by he from the bookstore.

The correct one : The books are bought by him from the bookstore.

The researcher assumed the students had difficulty in changing the subject of active sentences to be object or viceversa in passive voice sentences because students still confused about changing pronoun of subject or object. For example in sentence number one, the students did not change the subject "He" into the correct pronoun "him" as object in passive sentence.

Several students also had difficulties in using "by" that is followed by subject of an active verb that becomes the object in passive voice sentences.

Example:

They use my car in the morning.

Student's answer: My car is used of them in the morning.

The correct one: My car is used by them in the morning.

Using verb be (is,are) was also one of the problems which faced by the students. The researcher assumed this situation happened because the students were confuse in determined whether the subject that had been changed was singular or plural.

Example:

Gina opens the windows every morning.

Student's answer: The windows is opened by Gina every morning.

The Correct one: The windows are opened by Gina every morning.

Moreover, there were six students still had difficulties in using appropriate verb III (past participle) in passive voice sentences. Lack of knowledge and exercising were assumed as the reason of students difficulties.

Example:

Toni sings the song in front of the class.

Student's answer: The song is sang by Tony in front of the class.

The correct one: The song is sung by Tony in front of the class.

The analysis above showed students had difficulties in transforming active simple sentences into passive ones

Conclusions

Based on the discussion above, several conclusions can be drawn for students' difficulty in transforming active simple sentences into passive ones. in previous chapter, students' difficulty in transforming active simple sentences into passive ones was

devided into two classification, they are having no difficulty and having difficulty. In general, students' difficulty in transforming active simple sentences into passive ones was in having difficulties classification. It was shown in the result of data analysis. It presented that there was 63.16% of students had difficulties.

To add more detail, the researcher devided students' difficulties' classification in transforming active simple sentences into passive ones of into four classes. First, students' difficulty in transforming active simple sentences in affirmative form into passive ones of simple present tense. in this class, the students was in having difficulties classification. It was supported by the fact that there was 78.95% of students had difficulties. Second, students' difficulty in transforming active simple sentences in negative form into passive ones of simple present tense. in this class, the students was in having difficulties classification. It was supported by the fact that there was 52.63% of students had difficulties. Third, students' difficulty in transforming active simple sentences in affirmative form into passive ones of simple past tense. in this class, the students was also in having difficulties classification. There was higher presentage that the last class, it was 63.16% of students that was counted into having difficulties classification. Fourth, students' difficulty in transforming active simple sentences in negative form into passive ones of simple past tense. Having difficulties classification was also achieved by the students in this class. As the data analysis was

counted, it led to the result that the percentage of students who had difficulties was similar with the presentage of students' difficulty in transforming active simple sentences in affirmative form of simple past tense with the number of 63.16%.

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 tranforming active into passive sentences of simple present tense and simple past tense more over in the change of the subject to be object, verb be, use of "by" and past participle. 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 simple present tense and simple past tense. They are also expected to pay more attention to the change of the subject to be object, verb be, use of "by" and past participle.
3. The researcher suggests to the next researchers to find out student's difficulty in any other tenses such as present tense including present perfect tense, present continuous tense and present perfect continuous tense, and

also past tense including past perfect tense, past continuous tense and also past perfect continuous tense. The researcher also suggests to the next researchers to find out student's difficulty in any other sentences such as compound sentence, complex sentence and compound-complex sentence. If the next researchers are going to do a research in two particular tenses, the researcher suggests the next researchers not to include the example of the answer on the answer sheet in one tense only.

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