



**AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY OF
SMAN 3 SIJUNJUNG IN TRANSFERRING ACTIVE VOICE INTO
PASSIVE VOICE IN SIMPLE SENTENCE**

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Abstract

This study aimed to describe the ability of second year students of SMAN 3 Sijunjung in transferring active voice into passive voice in simple sentences. This research was limited to students' ability to transfer active into passive voice in simple past tense and present tense. The research design was descriptive quantitative. The population of this research was the second grade students of SMAN 2 Sijunjung. The population was 96 students from 3 classes, XI IPA, XI IPS1 and XI IPS2. The sample was taken by cluster random sampling technique so that the number of sample obtained was 29 samples. The instrument used was a grammar test for 60 minutes. Based on this research, the ability of second year students of SMAN 3 Sijunjung to transfer active into passive voice was in the category B (good). While, there were some questions that students have not understood how to transfer. It can be seen that 13% of students transfer incorrectly based on the placement of subject, 15% of students transfer incorrectly based on inappropriate use of be, and 28% of students transfer incorrectly based on verb changes. So, the most difficult aspect in transferring active into passive voice based on verb changes. Students were expected to better understand how to transfer active to passive voice by not paying attention to forming sentences properly.

Keywords: *Student Ability, Passive Voice, Sentence*

INTRODUCTION

English is a global language that is learned in Indonesia as a foreign language. In the learning language lessons, especially English, one of the things to note is grammar because grammar is closely related to the four language skills, reading, speaking, listening, and writing. Fawzah in Rivers (2008) says that grammar is important one because it is the core of language. Therefore, students have truly mastered grammar. By mastering grammar, the language learners will know how to make meaningful utterance by using the right pattern and rules.

According to Thornbury (1999), "grammar is partly the study of what forms (or structures) are possible in a language". He also adds that grammar is

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concerned almost exclusively with analysis at the level of the sentence. Moreover, Coghill and Stacy (2003:26) state that the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. So, grammar is the set of rules of the language that is used to convey the meaning of sentences.

One of aspects in grammar that students should study is passive voice. Azar (2001) states that in passive voice, the object of an active verb become the subject of the passive verb. Passive voice is taught from Junior high school and Senior High School, especially XI grades. Based on the researcher preliminary interview with the English teacher of SMAN 3 Sijunjung, it showed that students have difficulties in changing active voice into passive voice because the students' knowledge about passive voice is low. The students do not fully understand about the change of forms. Such as, changes simple present tense into passive form or the infinitive to present participle.

In the syllabus of senior high school on basic competence or it is well known as *Kompetensi Dasar (KD)* 3.5, passive voice is one of the materials that should be taught to grade 2 in a senior high school. Passive voice is a material to help readers how to do, use, or make something completely. Sometimes, the students create the passive voice without caring to the form of the sentence. It is because of they tend to think about how to convey what they mean without seeing the pattern or form of sentences in their writing or pronunciation. Therefore, the result of learning passive voice is not effective.

There are some researches related to this research. Abdul Qodir (2006) conducted the research about an analysis on changing active into passive voice at SMPN 1 Bantul Yogyakarta. Moreover, Cici Indanasari (2013) conducted the research about an Analysis of Students' errors in transforming active into passive voice at the second year students of SMP Negeri 13 Cirebon. And Sandi Kurnia conducted the research about An Analysis of Students' Ability in Using Passive Voice at the Third Grade Students of MAS Kepenuhan. Besides, Dilla Raffike Riskie Rijasti conducted the research about an error analysis of the passive voice sentence made by the ninth grade students of MTs Negeri 1 Sukoharjo in the academic year 2016/2017.

The researchers above analyzed students' error in transferring active into passive voice and analyzed student ability in using passive voice. But in this research the researcher analyzed students' ability and difficulty in transferring active into passive voice. So, this research will explore the students' ability and the most difficult aspect in transferring active into passive voice at SMAN 3

Sijunjung. The reason why the researcher chose SMAN 3 Sijunjung because, when researcher conducted teaching practice there, and the researcher found students' problems in transferring active into passive voice.

RESEARCH METHOD

This research is a descriptive quantitative research which describes students' ability in transferring active into passive voice. The descriptive method used in this research is to describe the students' ability in transferring active into

passive voice. The population of the research was the second year students of SMAN 3 Sijunjung. So, the population of this research was the second year students at SMAN 3 Sijunjung that consists of 96 students. The technique sampling used in this research was cluster random sampling. The samples were taken from second year students of SMAN 3 Sijunjung. The students were divided into three classes: IPA with total 33 students, IPS1 with total 32 students, IPS2 with total 31 students.

The instrument used in this research was the grammar test. The use of grammar test in this research was to find out the students' ability and the most difficulty in transferring active into passive voice. The most difficulty in transferring active into passive voice could be seen from the most mistakes in each item of sentence. The test consists of 20 items for around 60 minutes.

RESULT AND DISCUSSION

Research Finding

1.1 Students' Ability in Transferring Active Voice into Passive Voice

After analyzing the data, it was found that the students' ability in transferring active voice into passive voice in simple sentence. It was proved by counting the mean score of the students' answers were 68.79 that means good.

The score description can be seen in the table below.

Table 7. Students' score description

No	Score Range	Criteria	Total of Students	Percentages %
1.	81-100	Very Good	11	38%
2.	61-80	Good	11	38%
3.	41-60	Fair	1	3%
4.	21-40	Poor	4	14%
5.	0-20	Fail	2	7%
		Total	29	100%

The above table shows, it is noticed that there are more level of the students. Due to this fact, the students of SMAN 3 Sijunjung can be categorized in good category of transferring active into passive voice. 11 students or (38%) of students were in categorized very good, 11 students or (38%) of students in categorized good, only 1 of student or 3% of the student in categorized fair, 4 student or 14% of students in categorized poor, and 2 students or 7% of students in categorized fail.

The Most Difficult Aspect in Transferring Active and Passive Voice

The students' difficulty in transferring active into passive voice based on verb changes

In this research the researcher analyzed the mean score of the incorrect and correct answer of students to know how their difficulty in transferring active voice into passive voice.

According to table 8, it can be seen that there were (72%) students who answered correctly for verb changes and (28%) students who answered

incorrectly. It was shown that verb changes are quite difficult for the students. From the table above, it could be seen that many students made mistakes on number 5 and 10 in verb changes.

Here are the explanations:

5. Active: A friend gave me this sweater.

Passive:

10. Active: The lady sang your favourite song two hours ago.

Passive:

The sentence number 5 and 10 need students to change the verb of the sentence from active sentence become passive sentence. In fact, 20 students made mistake in transfer sentence of number 5 and 10. The sentence number 5, the correct change was "These sweaters was given to me by a friend", but mostly the student change the sentence "These sweaters were give to me by a friend". Meanwhile, for the sentence number 10, the correct change was "Your favourite song was sung by the lady two hours ago", but mostly the students' change "Your favourite song was sang by the lady two hours ago". Therefore, it means that more than a half of the students could not transfer active into passive sentence based on verb changes.

The students' difficulty in transferring active into passive voice based on Inappropriate use of be

Based on table 9, it can be seen that there were (85%) students who answered correctly for inappropriate use to be and (15%) students who answered incorrectly. It can be concluded that the students more than half can transfer active into passive based on inappropriate use to be in passive voice sentences. From the table above, it could be seen that many students made mistakes on number 3 and 5 in inappropriate use to be.

3. Here are the explanations:

Active: They ate some cake yesterday.

Passive:

5. Active: A friend gave me this sweater.

Passive:

Sentence number 3 and 5 need students to use "be" of the sentence from active sentence become passive sentence. In fact, there were 11 and 10 students made mistake in transferring the sentence of number 3 and 5. Sentence number 3, the correct to be was some cake was eaten by them yesterday, but mostly the student change the sentence "Some cake is eaten by them yesterday". Meanwhile, for sentence number 5, the correct change was "This sweater was given to me by a friend", but mostly the students' change "These sweaters were given to me by a friend. Therefore, less than half of the students could not transfer active into passive sentence based on use to "be".

The students' difficulty in transferring active into passive voice based on placement of subject

From the table, it can be seen that there were (87%) students who answered correctly for placement of subject and (13%) students who answered incorrectly. It can be concluded that more than half students can transfer active into passive based on placement of subject in passive voice sentences.

From the table above, it could be seen that many students made mistakes on sentence number 2 and 3 in placement of subject.

Here are the explanations:

2.Active: They cancelled all flights because of fog.

Passive:

3.Active: They ate some cake yesterday.

Passive:

The sentence number 2 and 3 need students to change the subject of sentence from active sentence become passive sentence. In fact, there were 13 and 15 students made mistake in transferring sentence number 2 and 3. For sentence number 2, the correct subject was "Because of fog were cancelled all flights", but some the students change the subject sentence "Become all flights were cancelled because of fog". Meanwhile, sentence number 3, the correct subject change was "Some cake was eaten by them yesterday", but mostly the students' change "Them was eaten some cake yesterday". Therefore, more than half students could not transfer active into passive sentence based placement of subject those sentence well.

After all the students' difficulty of each indicator had explained above, it can be concluded that the most difficult aspect of active and passive faced by second year students' of SMAN 3 Sijunjung is based on placement of subject. In the transferring active into passive voice based on verb changes, there were 20 students answer incorrectly. It shows that the students did not understand how to transfer sentences correctly. The students were use initial form to transfer the sentences. It means that the verb in sentences still the same with the active sentence, not changes passive voice form in sentence. So, in the transfer active into passive voice based on verb changes, the students made many mistakes in transferring the sentence.

2. Discussion

The findings of this research shows the students had already transfer active into passive voice which changed the aspects of every constituent's indicator of passive voice. This indicated that students had already known how to transfer active into passive voice based on the form of passive voice that was stated in the syllabus.

Moreover, the students' mean score in transferring active into passive voice was in category good (68.79). It is similar to other research that was conducted by Sandi Kurnia, found that the students' ability in using active into passive voice was score 85, it can be classified was good level. It means that the students could implement the passive voice in sentences.

However, based on the findings, the researcher noticed the lack of transferring active into passive voice. They were related in transferring verb change, use to “be” and the placement of subject. *First*, the students mostly used the verb initial in the passive voice. They do the same thing between active sentence and passive sentence. So, that the sentence did not appropriate to each other. So, the researcher found that the students only transfer the sentences without paying attention of how well they transfer the sentences.

Second, some students were lack in inappropriate use to “be”. The students confuse when they should use to “be” past and present. The student mostly used to “be” past tense in present sentences conversely.

In addition, there was a lack in transfer based on the placement of subject. The researcher noticed that was most of the students used the same subject in a close sentence. The students transfer the same subject in the same sentence. It means that the students did not transfer the subject that should be. So, it made the mistakes in transfer active into passive voice.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research findings in chapter IV, there are several conclusions that can be drawn. The *first* research question aims to find out the students’ ability in transferring active voice into passive voice in simple sentences. The writer got the result that the two students achieved fair level and 12 students achieved very good level. In general, the writer concluded that the ability of the second year students of SMAN 3 Sijunjung in transferring active into passive voice is *good*. It means that students got a good grade in transfer active into passive voice in fulfilling the elements of passive voice structure.

The *second* research question aims to find out the most difficult aspect in transferring of active and passive voice faced by second year students of SMAN 3 Sijunjung. There were three kinds of difficulties faced by the students. The first one is student’s difficulty based on verb changes. The second is student’s difficulty based on inappropriate use to “be”. And the last is student’s difficulty based on placement of subject. So, it was indicated that verb changes was the most difficult aspect of students in transferring active voice into passive voice.

Suggestion

Based on the findings, there are some suggestions that the researcher offered to the students, teachers, and the next researchers. *First*, for students, grammar is very important beside the vocabulary to be mastered when students learn English. Because students are not just speaking English orally but also in written form. It can be seen in English written form the correct or incorrect passive voice pattern they made.

Second, for English teachers, in teaching grammar, especially passive voice the teachers are suggested to apply the strategy to attract the students’ motivation to improve it. They need to be motivated that passive voice also important part of English to be mastered whether in verbal or written communication.

Third, for the next researcher, the researcher suggest to find out the relevant aspect of grammar, especially in observe the students' mastery in using passive voice to the University or senior high school students.

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