A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 8 PEKANBARU IN TRANSFORMING ACTIVE INTO PASSIVE SENTENCES AND VICE VERSA

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Abstract : *This descriptive research is aimed at finding out the ability of the second year students of SMAN 8 Pekanbaru in transforming Active into Passive Sentences and Vice Versa. The research data were collected in January 2017. The subject of this research were class XI IPA 5 and XI IPA 6 consists of 68 students. The data were obtained from a test to the students in the form essay. The results administrated of the research showed that the second year students' ability at SMAN 8 Pekanbaru in the transforming of active into passive sentences got the mean score of 62.3, and in transforming passive into active sentences got the mean score of 59.9.*

Keywords: Students' ability, Transforming, Active sentences, Passive sentences

SEBUAH PENELITIAN MENGENAI KEMAMPUAN SISWA KELAS 2 SMAN 8 PEKANBARU DALAM MENTRANSFORMASI KALIMAT AKTIF MENJADI KALIMAT PASIF DAN SEBALIKNYA

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Abstrak: Penelitian deskriptif ini bertujuan untuk mengetahui kemampuan siswa kelas 2 SMAN 8 Pekanbaru dalam mentransformasi kalimat aktif menjadi kalimat pasif dan sebaliknya. Data penelitian dikumpulkan pada bulan januari tahun 2017. Subjek dalam penelitian ini adalah siswa kelas XI IPA 5 dan XI IPA 6 yang terdiri dari 68 siswa. Data dikumpulkan dengan memberikan tes kepada siswa dalam bentuk esai yang harus ditransformasikan. Hasil dari penelitian ini menunjukkan siswa kelas 2 SMAN 8 Pekanbaru pada aspek mentransformasi kalimat active menjadi kalimat pasif memperoleh nilai rata-rata 62.3, dan pada aspek mentransformasi kalimat pasif menjadi aktif memperoleh nilai rata-rata 59.9.

Kata Kunci: Kemampuan siswa, Mentransformasikan, kalimat aktif, kalimat pasif

INTRODUCTION

Grammatical patterns of the language are very important to be mastered. Because when people are using four skills, the sentences that are decoded and encoded are arranged according to grammatical patterns of that language. According to Manser (1995) grammar is the rules of forming words, making sentences and it is important subject matter when learning English, It helps the students construct a grammatically correct utterance, which will be easily understood by interlocutors rather than ungrammatical one.

Based on the researcher's observation in SMAN 8 Pekanbaru, 2013 curriculum is implemented dealing with English syllabus for the second year students of senior high school, passive voice is in 7th basic of competency, the students should be able to arrange oral and written text in terms of stating and asking about an action/activity/even without mentioning the doer. The text book used by the students is English for Second Year Students of Senior High School by Otong Setiawan Dj, that passive voice is in chapter 7 of the book "It is made in Indonesia".

In constructing passive sentences, students should know the tenses. Because passive sentences depend on each the tenses. On this matter, students often get confused and make mistakes in constructing passive sentences. They often confuse in transforming the *be* and *verb of participle* in the sentences. Consequently, learning passive voice is important for the students in order to understand its usage correctly, and the rules how to transform active into passive sentences and vice versa. So when the students want to make the written and oral text without mentioning the doer, in factual writing particularly in describing procedures or processes they should use passive voice.

As it is mentioned above, the students need to be reminded that in transforming active into passive sentences and vice versa, they should concern in the kind of tenses first then, try to transform the use of *be* and *verb of participle*. Therefore, the researcher is interested in conducting a descriptive research to know the SMAN 8 Pekanbaru second year students' ability in transforming active into passive sentences and vice versa.

METHODOLOGY

Research Design

This is a descriptive research. According to Gay and Airasian (2000) descriptive study determines and describes the way things are. So, descriptive study is one in which information is collected without changing the environment or giving the treatment to the students. The participants of this research were the first year studentsof SMAN 12 Pekanbaru. For this purpose, class X IPS 1 became the subject of the research which consists of 39 students.

This study used descriptive research, as Arikunto (1997) states that if a researcher wants to investigate what, how, how many, level of thing are descriptive research. It described the second year students ability of SMAN 8 Pekanbaru in transforming active to passive sentences and vice versa. The participants of this research

were the second year students of SMAN 8 Pekanbaru. For this purpose, class XI IPA 5 and XI IPA 6 became the subject of the research which consists of 68 students.

Instruments Technique and Analysis

This research used quantitative data to find out the result of this research. Quantitative data is basically data measured on a numerical scale. In collecting the data, researcher used test. The data was analyzed from students score. The instrument that used in this research were giving the twenty five sentences that should be transformed active into passive sentences and vice versa. Before the test was given to the sample class, the test will be given to the try out class to know the validity of the test.

To analyze the data, the researcher used the followings formula:

a) To know the difficulty level

$$F.V = \frac{R}{N}$$

Where:
F.V   = Difficulty level
R   = the number of correct answer
N   = the number of the students
             (Adopted from Heaton, 1975)

b) To know the mean score

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

Where:
M   = the mean score in each topic
$\sum fx$ = The sum of the respondents' score
N   = the number of the respondents
          (Adopted from Hatch and Farhady, 1982)

c) To know the standard deviation

$$SD = \sqrt{\frac{\sum d^2}{N-1}}$$

Where:

SD = Standard deviation

$\sum d^2$ = The total mean of the test

N = The number of the students

<div align="right">(Adopted Heaton, 1991)</div>

d) To know the reliability

$$Rii = \frac{N}{n-1}\left[1 - \frac{m\,(N-M)}{NX^2}\right]$$

Where:

Rii = the reliability of the test

N = the number of items in the test

M = the means score on the test for all the tests

X^2 = the standard deviation of all test score

<div align="right">(Adopted from Heaton, 1975)</div>

e) To know the percentage of the classification of the students' ability in answering question, the following formula could is used:

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

Where:

P = Percentage of the students per group/level

X = the number of frequency in one level

N = the number of students

<div align="right">(Adopted from Hatch and Farhady, 1982)</div>

Furthermore, the student's scores are classified into five levels of mastery. As can be seen on table 14 below:

Table 4: The Classification of Students' Scores

No	Scores	Category
1	81-100	Excellent
2	61-80	Good
3	41-60	Mediocre
4	21-40	Poor
5	0-20	Very Poor

<div align="right">(Adopted from Harris, 1974)</div>

RESEARCH FINDING

The score research finding is presented by showing the percentage of the students' scores and the classification scores of the students' ability in transforming active into passive sentences.

Table 5: Percentage of the students' scores in transforming active into passive sentences

No.	Score Range	Frequency	Percentage	Ability Level
1	81-100	16	23.53 %	Excellent
2	61- 80	20	29.41 %	Good
3	41-60	21	30.88 %	Mediocre
4	21-40	9	13.24 %	Poor
5	0-20	2	2.94 %	Very Poor
	Total	68	100%	

Based on the table 14, the students' ability in transforming active into passive sentences. The highest number of the students score categorized as mediocre level (30.88 %). This number is quite different from good level (29.41 %). 16 students (23.53 %) categorized as excellent level, 9 students (13.24 %) get poor level and 2 student (2.94 %) get very poor level. The data showed that more than a half of students could transformed the sentences well because the highest number of students categorized as mediocre level.

Table 6: The students score classification in transforming passive and active sentences

No.	Range Score	Frequency	Percentage	Ability
1	81-100	10	14.71 %	Excellent
2	61- 80	19	27.94 %	Good
3	41-60	33	48.53 %	Mediocre
4	21-40	6	8.82 %	Poor
5	0-20	0	0,00	Very Poor
	Total	68	100%	

The table describes the students' ability in transforming passive into active sentences. The highest number of the students score categorized as mediocre level (48.53 %). This number is different from good level (27.94 %). 10 students (14.71 %) categorized as excellent level, and 6 students (8.82 %) get poor level. The data showed

that a half of students could transformed the sentences because the highest number of students categorized as mediocre level.

DISCUSSION

The mean score of the second year students of SMAN 8 Pekanbaru in transforming active into passive sentences and 62.3 and 59.9 is the mean score in transforming passive into active sentences. It is analyzed by using Arikunto (2003) formula. Besides that, based on the research finding of transforming active into passive sentences, there are 16 students got excellent level. It means that they could comprehend the test very well. Then, there are 20 students categorized into good level, it means they have good ability in transforming active into passive sentences and vice versa. After that there are 21 students categorized into mediocre level, 9 students categorized into poor level and 2 students categorized into very poor level. It means that 36 students from 68 students could transformed the sentences well.

On the other hand, based on the research finding of transforming passive into active sentences, there are 10 students got excellent level. It means that they could comprehend the test very well. Then, there are 19 students categorized into good level, it means they have good ability in transforming active into passive sentences and vice versa. After that there are 33 students categorized into mediocre level, 6 students categorized into poor level and no students categorized into very poor level. It means that only 29 students from 68 students that could transformed the sentences well, more than a half of them should practice more because it is not reach the standard minimum criteria (KKM) of this school.

The researcher also found out the most difficult aspect is in transforming passive into active sentences in the question form of simple past tense, with mean 51.47. On the other hand, the easiest aspect is in transforming active into passive in the statement form of simple past tense, with the mean score is 67.28.

Based on the explanation above, the researcher analyzes that the second year students of SMAN 8 Pekanbaru cannot in transform passive into active sentences especially in the question form of simple past tense well. From all of data, the researcher interpreted that the ability of the second year students of SMAN 8 Pekanbaru in transforming passive into active sentences in the question form of simple past tense falls into mediocre with mean score 47.94. It happened because the students still have less knowledge about how to transform passive into active in question form of simple past. That is why they got low score in term of question form of simple past.

CONCLUSIONS AND RECOMENDATION

According to the result of this research, it was found the ability of second year students of SMAN 8 Pekanbaru in transforming active into passive sentences and vice versa. There were good level with the mean score 62.3 in transforming active into passive sentences and mediocre level with the mean score 59.9 in transforming passive into active sentences.

Concerning the conclusion there are several recommendations that are useful for teaching and learning English. First, the researcher suggests for the next researcher when collecting the data should be accompanied by the teacher to prevent cheating between the students so the result be more accurate. Second, considering the students' ability level in transforming active into passive sentences and vice versa were in good and mediocre level. The students' who get excellent and good level should not satisfy with the result. They have to keep this achievement and the students who got mediocre and poor level, they should practice more about transforming active into passive sentences. Third, English teachers should design the material based on the students need in order to enable the students to deal with their weaknesses

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