

A STUDY ON THE ABILITY OF ENGLISH STUDY PROGRAM STUDENTS IN IDENTIFYING PASSIVE VOICES

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Abstract: *This descriptive research aimed to find out the ability of English Study Program students in identifying passive voice. The population of the study was the second-year students of the English study program FKIP Universitas Riau. The sample was 39 participants selected by cluster random sampling technique. The instrument of the research was used a multiple-choice test which consists of 30 items. The instrument of the research consists of 6 tenses of passive voices including the simple present tense, present future tense, simple past tense, present perfect tense, present continuous tense, and modals. After calculating by using a quantitative method, students' ability was highest in the form of simple present tense with a means score of 73.3 and is categorized into a good level and low score in the form of past tense with a means score of 40.5 and is categorized into a poor level. Overall, the result showed that students' ability in identifying passive voices was at a mediocre level with mean score was 58. The finding implied that the second-year students of English Study Program FKIP Universitas Riau should improve their ability in understanding the formula of passive voices and the kinds of each tense to reach an excellent level.*

Keyword: *Students' Ability, Identifying, Passive Voices*

SEBUAH KAJIAN TENTANG KEMAMPUAN MAHASISWA PENDIDIKAN BAHASA INGGRIS DALAM MENGIDENTIFIKASI PASSIVE VOICE

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Abstrak: Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa Program Studi Bahasa Inggris dalam mengidentifikasi passive voice. Populasi dalam penelitian ini adalah mahasiswa tahun kedua Program Studi Bahasa Inggris FKIP Universitas Riau. Sampel berjumlah 39 partisipan yang dipilih dengan teknik pemilihan secara acak. Instrumen penelitian menggunakan tes pilihan ganda yang terdiri dari 30 butir soal. Instrumen penelitian terdiri dari 6 komponen passive voice yang terdiri dari simple present tense, present future tense, simple past tense, present perfect tense, present continuous tense, and modals. Setelah dihitung dengan menggunakan metode kuantitatif, kemampuan mahasiswa paling tinggi di bentuk simple present tense dengan mean skor 73,3 dan dikategorikan ke dalam tingkat baik dan skor rendah dalam bentuk simple past tense dengan mean skor 40.5 dan dikategorikan kedalam tingkat buruk. Secara keseluruhan, hasil penelitian menunjukkan bahwa kemampuan mahasiswa dalam mengidentifikasi kalimat pasif berada pada tingkat sedang dengan skor rata-rata 58. Temuan tersebut mengimplikasikan bahwa mahasiswa tahun kedua Program Studi Bahasa Inggris FKIP Universitas Riau harus meningkatkan kemampuannya dalam memahami rumus passive voice dan rumus tiap tata bahasa untuk mencapai tingkat yang sangat baik.

Kata kunci: *Kemampuan Mahasiswa, Mengidentifikasi, Passive voice*

INTRODUCTION

Grammar is a description of a language's structure and how language units like terms and phrases are placed together to form sentences (Richards and Schmidt, 2010: 251-252). According to Omar (2019) structure is a bone (skeleton) in grammar, in which grammar is as the human body. The human body would have no form without its bone structure (skeleton). It turns into a jumble of tissues and flesh. Similarly, Grammar is the foundation of language; without it, speakers and authors will struggle to communicate effectively (Omar, 2019). Despite the fact that there are a finite number of grammatical rules, these rules contain an unlimited number of structures and utterances. As a result, grammar plays a similar part in language as the skeleton does in the human body. So, the difference between structure and grammar is that two syntactic structures can have near-identical meanings and two identical syntactic structures in different languages can have different definitions. It means that there is a relationship between words in sentences, paragraphs, texts, and contexts in terms of grammar and structure.

Swan (2016), says that in science writing, passive sentences are very popular, particularly in research papers. It can be inferred that the passive expression is typically more written. The component of passive voice is using auxiliary *be*, the past participle of the main verb, and the agent or the doer of the action with using preposition *by* if this necessary. In this research, we have to identify a sentence in the form of passive voices. The importance of passive voice is the form of passive voices that are extensively used in the form of academic writing; one of the examples is in theses made by current students. In the component of structure and grammar, passive voices are derived from active voices. An active sentence means there is a subject in front of the auxiliary and followed by an object. Meanwhile, in the passive voice, the object becomes the subject in the active sentence. For example, "*Mary is washing shoes in the house*" is an active sentence. If they change or make it in the passive voice they become "*shoes are being washed by Mary in the house*". From the example, we can observe that this sentence is similar but they are different after changing into passive voice.

The purpose of the research is to find out the ability of the second-year students of the English Study Program FKIP Universitas Riau in identifying passive voices. The researcher took the second-year students as a sample because passive voice is one of their topics in structure, a course especially in the third semester, and whether this lesson was inherent in their understanding. Students were given the test and they were expected to be able to identify passive voices. Hopefully, with this research, students will have a better understanding of passive sentences.

RESEARCH METHODOLOGY

This research employs a quantitative approach. The research was conducted to the second-year students of the English Study Program of Universitas Riau. The population of Second-year students of the English Study Program of Universitas Riau, there were 119 students which consisted of three classes there were 3A, 3B, and 3C. This research used clustering random sampling. The sample of this research was class 3A and the total number of students was thirty-nine. To obtain the data for this research, the writer gave multiple-choice questions to students. There are 30 items to answer the questions which consist of six tenses; simple present tense, present future tense, past

tense, present perfect tense, present continuous tense, and modals. It takes around 20 minutes to complete the test. The test was given to students in Google Form, due to Pandemic Covid-19. The data were calculated by using Microsoft Excel.

RESEARCH FINDINGS

To find out the result of the research, especially the ability of the second-year students of the English Study Program, Universitas Riau in identifying passive voices, the researcher classified the question as identifying simple present tense, past tense, present perfect tense, present continuous tense, present future tense, and modals. Those are the components of a passive voice based on the instrument. After the data were analyzed, the result shows that the students' ability in identifying passive voice is at a *mediocre* level with a mean score is 58. Here is the calculating of the student's individual score after collecting the data in identifying passive voices.

Table 1 Student's Individual Score

No	Scores Classification	Frequency (f)	Percentage (%)	Ability	Mean Score
1	81-100	9	23	Excellent	58
2	61-80	9	23	Good	
3	41-60	9	23	Mediocre	
4	21-40	11	28	Poor	
5	0-20	1	3	Very poor	
Total		39	100%		Mediocre

The table above shows that 9 students (23%) are in *excellent*, *good*, and *mediocre* levels of ability, where they have the similarity in frequency and percentage. Besides that 11 students (28%) are in the *poor* level and only 1 student (3%) in a *very poor* level of ability. The Overall mean score is **58**, it is categorized into the *mediocre* level. The students' ability can also be seen from in each component the researcher shows the students' mean score in each component of question in identifying passive voices in table form:

Table 2 Students' Mean Scores in Identifying Passive voices

No.	The Component of Question	Mean Score	Level of Ability
1	Identifying Passive voice in Simple Present Tense	73,3	Good
2	Identifying Passive voice in Present Future Tense	71,2	Good
3	Identifying Passive voice in Past Tense	40.5	Poor
4	Identifying Passive voice in Present Perfect Tense	56.4	Mediocre
5	Identifying Passive voice in Present Continuous Tense	45	Mediocre
6	Identifying Passive voice in Modals	60	Mediocre
Total Mean Score		58	Mediocre Level

Table 2 shows that the highest mean score comes from identifying passive voice in the form of the simple present tense in which the mean score is 73.3, it is categorized into a *good* level. Moreover, the lowest mean score comes from identifying a passive voice in the form of past tense, in which the mean score is 40.5 at a *poor* level, just some students in this form not really understanding and still confused. After finding research and attempting to combine all the data, students are more excellent in identifying passive voice in the form of the simple present tense and present future tense. Besides that, the students' ability is low in the form of past tense. For all components, the ability of the third-semester students of the English Study Program in identifying passive voices is categorized into *a mediocre level* and unfortunately, there is one student who didn't know of passive voices.

DISCUSSION

As the result of researched finding, the researcher found some evidence about students' ability in identifying passive voices from 39 respondents, with 30 items from 6 components of the instrument. It was found the mean score of students' ability in passive voice knowledge is 58. Based on the analysis classified from all components the ability of the second-year students in the English Study Program is categorized into *a mediocre level*.

It has a different result from the previous related findings from Bobby Paramjit Singh Dhillon, S.Pd., M.Ed¹ and Lusiana Afrizar Batubara² (2017) in their "Students' Ability in Identifying Passive Voice in Reading Text". As a result, the students' ability

was categorized into a good level, from the finding research it was found the mean score is 70.65. The other research from Tri Wahyuni (2019) from IAIN Salatiga conducted the study with “Students’ Ability in Identifying Passive voice in the Jakarta Post News at SMK N 1 Ngablak in the Academic Year 2019/2020”. The result of her study is categorized into a good level with a mean score of 60.46.

Students’ ability of English Study Program in class 3A compared with previous research is included in needed improving ability. It could be possible in the learning of structure is lack of motivation. Although some of them already understand passive voice, others also need guidance. This problem also happened in research Dhillion and Batubara (2017), based on their research there are factors of students’ influence becoming fair such as motivation, intelligence, teachers’ method, class condition, environment, family, and peers. The influences shown by Dhillion and Batara (2017) which have a large impact on the growth in knowledge students include of the teacher’s teaching method and their environment. As it happened in research Wahyuni (2019) although, overall the students’ ability in the research was categorized into good level their understanding in passive still in poor level with the mean score 33.72. Passive voice is not also haphazard knowledge but also necessary in improving scientific writing.

In conclusion, from the previous findings research the students’ ability of the second-year students of the English Study Program FKIP Universitas Riau in identifying passive voices should be excellent to senior high school students. Therefore, it is necessary to have a level of understanding in terms of structure and in passive voices.

CONCLUSION AND RECOMMENDATION

Conclusion

After conducting this research, it was found the ability of the second-year students of the English Study Program of FKIP Universitas Riau in identifying passive voices is in a *mediocre* level with the mean score is 58. based on components of the test 6 forms of passive voices were perceived to students. The following forms are simple present tense, present future tense, simple past tense, present perfect tense, present continuous tense, and Modals. The highest mean score among the 6 components is in the ability to identify the passive voice in the simple present tense in the category a *good* level. Meanwhile, the lowest score in identifying passive voice in the form of past tense which category a *poor* level. In conclusion, the ability of the second-year students of the English Study Program of FKIP Universitas Riau in identifying passive voices is at a *mediocre* level.

Recommendation

Based on the result of the research, the researcher would like to give three recommendations. First, Students are recommended to know and learn the kinds of sentences, the formula of the tenses and then learn more about passive voices. Based on the results of the research, there are some students who still didn't understand the form of passive voices, especially in the past tense many students failed in this component. Second, it is expected that lecturers can provide a lot of exercises on the passive voices to students and motivate them to learn. Third, the next researchers are recommended to use different research designs and then expected to improve the title such as to conduct the research of passive voice that is connected with scientific writing.

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