CHAPTER I

INTRODUCTION

In this chapter the researcher discussed the background of problem, the identification of problem, the limitation of problem, the formulation of problem, the research questions, the purposes of research, the significance of research, and the definition of key term.

1.1 The Background of Problem

English is an important language in the globalization era. According to Fitria (2018), English is important because it is the world's second language, which everyone who wants to communicate globally must learn and master. This one is due to the fact that English is an international language that is used to communicate and interact between individuals from all over the world. Because of this, English is taught in almost every nation on earth.

In Indonesia, the first foreign language taught is English. It has been taught to students from junior high school into college. Students as learners are expected to be able to master four skills: listening, speaking, reading, and writing. They also acquire English components such as vocabulary, pronunciation, and grammar. However, the students currently struggle to improve their English skills because there is a grammar that has many rules. According to Yasim et al. (2018), students must master four skills in order to learn a language. Listening, speaking, reading, and writing are the skills that are required. They also need to be grammatically capable.

Grammar is a crucial component of almost any language, and it is especially important for learners. According to Swan (2005), grammar is the set of rules that define how words are combined, structured, and modified to convey specific meanings. Lesmana & Adnan (2020) state that the way words are ordered to make meaningful units is determined by grammar. As a result, grammar refers to a system of language rules that are implemented to explain the meaning of sentences. Every student must comprehend English grammar because it is the foundation for learning the English language. Students cannot write properly without studying grammar, so they have difficulties in writing sentences, paragraphs, and essays.

A sentence is a set of words that are put together to mean something. A sentence is the fundamental unit of language that expresses an entire thought. A complete sentence must include at least a subject and a main verb to express a complete thought. There are many different types of sentences that can be written. Active and passive sentences are two of them. Siswanto (2021) states that active and passive sentences are used in writing not only to communicate but also to express our thoughts and ideas in order to create a set of words. The active voice is a sentence that emphasizes the person doing the action (the doer of the action). In contrast to active voice, passive voice is a sentence structure in which the sentence's subject receives rather than takes action. In addition, Sinamo (2019) states that passive voice is used to express interest in the person or item that is affected by an activity rather than the person or object who performs the action.

Students frequently struggle with tenses in transforming active sentences into passive sentences. In the passive voice, each tense has its own set of rules.

For example, in the active sentence using simple present tense used is/am/are, and simple past tense used was/were, and future tense used will be as to be, and then followed by the past participle (verb 3) of the verb. They also struggle with switching the object in the active voice to the subject in the passive voice. The object will be followed by auxiliaries and past participles (verb 3). Students do not comprehend how to change forms, such as infinitives to past participles in regular and irregular verbs.

Based on the study conducted by Irawan (2019), he found that some students made errors in the passive voice in the simple present, such as the usage of the verb, to be, the process change from subject to object, the position of the adverb of time, and the position of the adverb of place. He also said the student is unable to distinguish between irregular verbs, regular verbs, and past participles (verb 3). The process of changing the verb is a keystone in the passive voice. When the student makes a mistake with the verb, the meaning of the passive sentence is incorrect.

Based on the study conducted by Assunção et al. (2020), they found that even if those students had acquired English grammar, they were unable to comprehend English passive voice, particularly simple present, simple past, and simple future tense, as the incorrect responses were higher than the correct answers. Furthermore, only nine students out of thirty were classified as ordinary level with a score of 114 (12.67%), and none of the students were classified as high level because their scores were weak and did not reach the target.

In the third semester, the second year English Department students at Bung Hatta University studied passive voice. Based on the teaching materials,

they learned how to transform active sentences into passive sentences in the Intermediate Grammar Subject. In transforming active sentences into passive sentences, students must transform sentences in several tenses; these sentences can be made into affirmative sentences, negative sentences, or interrogative sentences.

According to a survey conducted by the researcher in June 2022 with several second year English Department students at Bung Hatta University, the students have difficulties changing the main verb in the active sentence to the passive sentence and transforming active sentences into passive sentences in different tenses. The simple future tense is one of the tenses that is frequently used to transform active sentences into passive sentences. Simple future tenses typically use forms composed with the auxiliary will/shall or going to show an event and plan in the future. Furthermore, they still have difficulties distinguishing between irregular verbs, regular verbs, and past participles (verb 3).

Based on the explanation above, the researcher was interested in conducting the research titled "An Analysis of the Second Year Students' Ability to Transform Active Sentences into Passive Sentences Using Simple Future Tense at English Department Bung Hatta University". The researcher wanted to know the second year students' ability to transform active sentences into passive sentences using the simple future tense. Specifically, the students' ability to transform active sentences into passive sentences using the simple future tense in affirmative, negative, and interrogative form.

1.2 The Identification of Problem

Passive voice is an important English grammatical concept that students should study. According to Elmaida & Elfa (2021), the passive voice is used when we intend to emphasize the action (the verb) and the object of a statement rather than the subject. This indicates that the subject is either unimportant to the activity or that we have no idea who or what the subject is.

There are many problems relating to the students' ability to transform active sentences into passive sentences using the simple future tense. Students often struggle with the tenses when learning the passive voice. The first problem occurs when changing the subject from the active to the passive sentence. The second problem is in changing the auxiliary that is used from the active sentence into the passive sentence (will or be going to). The auxiliary form is based on the subject of the sentence, whether it is singular or plural. This happens in the simple future tense. The third problem is in placing the correct "be" from the active sentences into the passive sentences. The fourth is in changing the verb. The verb in a passive sentence has to be the past participle (verb 3). The fifth is having the correct agent after having the verb. The last problem is having the correct time signal.

When we learn to transform active sentences into passive sentences using the simple future tense, we can write them in affirmative, negative, and interrogative forms. An affirmative passive sentence is a sentence using the passive voice in the simple future tense. A negative passive sentence is a sentence which primary role is asserting that something is not the case using the passive voice in the simple future tense. An interrogative passive sentence is a sentence

which prime role is to ask questions using the passive voice in the simple future tense.

When transforming active sentences into passive sentences in the simple future tense, there are several steps to note. The first step is to identify the subject, verb, and object of the active sentence. The second step is to change the active sentence's object to the passive sentence's subject. The third step is using the auxiliary will/shall or going to as the tense in the passive sentence. The fourth step is using be + past participles (verb 3) of the active sentence. The final step is the use of agents. It can be stated if it is thought to be significant, but it can also be left out if it is thought to be insignificant.

1.3 The Limitation of Problem

Based on the identification of the problem above, the researcher limited this study to students' ability to transform active sentences into passive sentences using simple future tense. The researcher used the simple future tense in affirmative, negative, and interrogative sentences. The simple future tense was chosen because the second year students of English Department at Bung Hatta University in academic 2021/2022 had already learned it.

1.4 The Formulation of Problem

Based on the limitation above, the researcher formulated the problem of the research as follows: "How is the second year students' ability to transform active sentences into passive sentences using simple future tense at English Department Bung Hatta University?"

1.5 Research Questions

Based on the formulation of the problem above, the research questions of this study are as follows:

a) How is the second year students' ability to transform active sentences into passive sentences using simple future tense in affirmative form at English Department Bung Hatta University?

b) How is the second year students' ability to transform active sentences into passive sentences using simple future tense in negative form at English Department Bung Hatta University?

c) How is the second year students' ability to transform active sentences into passive sentences using simple future tense in interrogative form at English Department Bung Hatta University?

1.6 The Purposes of Research

In general the purpose of this research is to describe the second year students' ability to transform active sentences into passive sentences using simple future tense at English Department Bung Hatta University. The following is the specific purposes of this research:

a) To find out the second year students' ability to transform active sentences into passive sentences using the simple future tense in affirmative form at English Department Bung Hatta University.

b) To find out the second year students' ability to transform active sentences into passive sentences using simple future tense in negative form at English Department Bung Hatta University.

c) To find out the second year students' ability to transform active sentences into passive sentences using simple future tense in interrogative form at English Department Bung Hatta University.

1.7 The Significance of the Research

The results of this research are expected to give a contribution and provide some information for the three main groups of people; they are for the lecturers, the students, and the next researchers.

For the lecturers, it could give scientific information about the students' ability to transform active sentences into passive sentences using the simple future tense so that the lecturers can find strategies to teach them. For the students, For the students, they will know their ability to transform active sentences into passive sentences using the simple future tense, so it can increase their motivation in studying grammar and writing. For the next researchers, it can provide basic information and serve as a reference when conducting research on the subject. Furthermore, the findings of this study may have a positive impact on the teaching and learning process.

1.8 The Definition of the Key Terms

To avoid misunderstandings in some conceptual terms, the researcher defines the key terms as follows:

1. Ability is knowledge to transform active sentences into passive sentences using simple future tense.
2. Transforming is changing active sentences into passive sentences using simple future tense.

3. Passive sentence is one of the sentences in which the subject is affected by the agent using the simple future tense.

4. Simple future tense is a tense used to show an event and a plan in the future.

5. Affirmative passive sentence is a sentence where the subject does not perform the action of the verb in the simple future tense.

6. Negative passive sentence is a sentence which asserts that something is not the case using the passive voice in the simple future tense.

7. Interrogative passive sentence is a sentence that asks questions using the passive voice in the simple future tense.