

AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY IN WRITING PASIVE VOICE AT SMA NEGERI 1 SITIUNG

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Abstract

Based on the researcher's pilot interview to the students and teachers of SMA Negeri 1 Sitiung, the researcher found that some students had problems in writing passive voice. The students made many errors when they wrote passive voice. This research was aimed to describe the ability of the second year students' ability in writing passive voice at SMA Negeri 1 Sitiung. The design of this research was descriptive. The number of population was 205 students. The researcher used Stratified cluster random sampling technique. The researcher took 41 students as the sample. It means the researcher took 20 % as the sample. The instrument used to collect the data in this research was grammar test in essay form. The test had thirty questions. It consists of ten words that have to be written in passive voice. There were ten sentences for the simple present tense, ten sentences for the simple past tense, and ten sentences for simple future tense. To analyze the data based on the result of grammar test, the researcher presented the raw score, calculated the students' score, mean, standard deviation (SD), classified the students who got high, moderate, or low ability, and counted the percentage of students' ability. The result of this research showed that the second year students' ability in writing passive voice at SMA Negeri 1 Sitiung was moderate (63.41%). The researcher suggests that the teacher should give more exercises to the students in writing passive voice in order to increase the students' ability especially for the students that had low ability. And for the students, the researcher suggests them to do more exercises that are given by teachers. Finally, for the other researchers, the researcher suggests to do research on the factors that can help them increase the ability of write passive voice or factors affecting students' ability in writing passive voice.

Key words: Ability, Writing, Passive Voice.

Introduction

Grammar is one of the most important subjects that should be studied by the students. If the students understand grammar, it will be easier for them to write a good sentence and determine the grammatical structure of English language through the language skills above.

Thornbury (1999:1) states that grammar is the description of the rules that governs how language's sentences are formed. It is a set of rules in making correct spoken and written forms.

Grammar is not an easy subject to understand and it has to be comprehended by the students in all the education levels.

In the syllabus at senior high school, the students should be able to create the correct grammar in written and oral form. They have studied about grammar such as tenses in the second grade of senior high school. They had also studied about passive voice. Hornby (2000:964) says that passive voice is the form of a verb that is used when the subject is affected by the action of verb. Azar (1989:120) says that in the passive, the object of an active verb becomes the subject of the passive verb. She adds that only transitive verbs (verb that are followed by an object) that are used in the passive. Actually, passive is really needed in daily speaking and writing activity.

Ideally, every student should master all the topics that had been given by the teacher. So, the students are able to write a sentence in specific form. But actually, based on the researcher's pilot interview to the students and the teachers of SMAN 1 Sitiung, she found that some students had the problems in writing passive voice. It could be proven when the researcher saw the students' exercise. In fact, many of them still were confused and they did not understand about passive voice. When they write the passive voice, there are many errors the students made.

Considering the problem above, in this research the researcher wanted to know the second year students' ability of SMAN 1

Sitiung in writing passive voice. It was necessary for her to know the students' ability scientifically

Generally, this research was aim to describe the students' ability of SMAN 1 Sitiung in writing passive voice. The specific purposes were:

1. To describe students' ability of SMAN 1 Sitiung in writing passive voice in simple present tense.
2. To describe students' ability of SMAN 1 Sitiung in writing passive voice in simple past tense.
3. To describe students' ability of SMAN 1 Sitiung in writing passive voice in simple future tense.

Research Method

The design of this study was descriptive in nature. According to Gay (1987:189), decriptive research is a research that determines and describes the way things are. It was used to describe the second year students' ability in writing passive voice at SMA Negeri 1 Sitiung.

The population of this research was the second year students of SMAN 1 Sitiung. The total number of the population was 205 students. They were divided into seven classes. There were three classes for exact science (IPA) and four classes for social science (IPS). Each class consisted of 28 to 31. The distribution of members of population according to the students' majoring and class is shown in Table.

Table the Distribution of Members of Population by the Students' Majoring and Class

No	Students' Major	Class	Number
1.	Exact Science (IPA)	XI IPA 1	30
		XI IPA 2	31
		XI IPA 3	30
2.	Social Science (IPS)	XI IPS 1	29
		XI IPS 2	29
		XI IPS 3	28
		XI IPS 4	28
	Total		205

Because the number of the population was quite large and it was distributed into classes, the researcher selected the sample by using stratified cluster random sampling technique. Gay (1987:110) states that stratified sampling is the process of selecting a sample in such a way that identified subgroups in the population are represented in the sample in the same proportion that they exist in the population. Then, she also defines that cluster sampling is sampling in which groups, not individuals, are randomly selected. The researcher chose the sample class randomly because they had same syllabus, teaching materials, time allocation, and teacher.

The researcher chose stratified cluster random sampling because the population is divided into two strata: They were exact science (IPA) and social science (IPS). Then, the researcher used cluster random sampling because the population is grouped into some groups or classes. The use of random sampling was due to the similar characteristics of population for each cluster. They were homogenous because they have the same materials in syllabus and the same period of time allocated for English subject. The differences both of them were the capabilities between exact science (IPA) and social science (IPS) and the teachers who teach. To select the sample, the researcher took two classes: one class from exact science (IPA) and one class from social science (IPS). The researcher gave a code for each class on a piece of paper. Then, the researcher put them into two boxes. They rolled and mixed up. Then, the researcher chose one paper from IPA box and one paper from IPS. The two classes that were chosen were IPA 2 and IPS 1.

Gay (1987:114) states that for descriptive research, a sample of 10% of the population is considered minimum. It means that more than 10% of the population is accepted. For smaller population 20% may be required. In this research, the researcher took 20% of the

population as the sample. It means that 41 students were selected as the sample members.

To collect the data, the writer used grammar test in the form of essay. The students were asked to make a passive sentence. In this case, the researcher gave ten words to make into three tenses form, in the simple present tense, in the simple past tense and in the simple future tense. The students had 60 minutes to do that. These were ten words that could be developed into passive sentence by the students: read, speak, close, send, use, tell, catch, grow, invite, keep.

To do the test, the researcher did trying out test first in out of the sample. It was used to see time allocation was enough or not, the students understood the instruction of the test or not, and to find out the reability of the test.

A good test must be valid and reliable. It was called valid if the test based on syllabus and teaching materials. While, It was called reliable if two scorers gave score objectively and based on the scoring criteria. To find out the reability, the researcher used inter-rater technique while to calculate the coefficient correlation of two scorers and its reliability, the writer used Pearson Product Moment Formula by Arikunto (2012:87):

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[(N\sum x^2) - (\sum x)^2][(N\sum y^2) - (\sum y)^2]}}$$

Where :

r_{xy} = the coefficient correlation between variable X and Y

N = the number of students who follow the test

x = the first scorer's score

y = the second scorer's score

\sum_{xy} = the total score of cross product xy

Arikunto (2012:89) states that general coefficient correlation of two scorers is categorized as follows:

0.81 – 1.00 = very high correlation

0.61 – 0.80 = high correlation

0.41 – 0.60 = moderate correlation

0.21 – 0.40 = low correlation

0.00 – 0.20 = very low correlation

The result of trying out test showed that the students understood the instructions of the test, time allocation was enough, and the coefficient correlation of two scorers was 0.99. It could be categorized as very high correlation. It means that the the instrument was reliable and it could be used as the instrument to collect the data.

The data of this study were students' scores in writing. The researcher gave 3 points for each items. 1 points for correct verb agreement, 1 point for correct past participle and 1 point for correct meaning.

In analyzing the data, the researcher did several steps as follow:

- 1) The researcher calculated the Mean (M) and Standard Deviation (SD) by using this formula (Arikunto, 2012:299):

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

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

Where :

M = mean score

$\sum x$ = sum of all score

SD = standard deviation

$(\sum x)^2$ = the square of the sum

$\sum x^2$ = the sum of all the square

N = number of students

- 2) The researcher clasified the students' ability into high, moderate, and low ability by using this formula:

$>M + 1SD$ = high ability

$M - 1SD \rightarrow M + 1SD$ = moderate ability

$<M - 1SD$ = low ability

- 3) The researcher calculated the number and percentage of the students who get high, moderate, and low ability by using the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P = percentage of the students score

R = the sum of the students who get high, moderate, and low ability

T = the sum of the students

Findings and Discussions

a. Findings

Students' Ability in Writing Passive Voice

Generally, the result of the data showed that the students' ability in writing passive voice were moderate. It showed that the highest score of the students' writing was 78 and the lowest score was 21. Futhermore, the researcher found the mean was 52.17 while its standard deviation was 18.31. The result of the data analysis can be seen as the table below:

Range Score	Category	Number of Students	%
>70.48	High	7	17.07%
33.86 - 70.48	Moderate	26	63.42%
<33.86	Low	8	19.51%
	Total	41	100%

Students' Ability in Writing Passive Voice in the Simple Present Tense,

After analyzing the data of students' ability in writing passive voice in the simple present tense, the highest possible score was 30, and the lowest possible score was 0. In this research, the researcher found that the highest score was 27 and the lowest score was 8, while the mean was 17.88 and standard deviation was 5.84. In addition, the result of the research demonstrated that there were 9 students

(21.95%) who could be classified into high ability, 22 students (53.55%) were classified into moderate ability, and 10 students (24.9%) were classified into low ability. In detail, the result of the data analysis can be seen at table below:

Category	Frequency	Percentage
High	9	21.95%
Moderate	22	53.66%
Low	10	24.39%
Total	41	100%

Students' Ability in Writing Passive Voice in the Simple Present Tense,

After the researcher gave the score to the students, she could conclude that the ability of the students in writing passive voice in the simple past tense was moderate. The result of the data analysis of students' ability in writing passive voice in the simple past tense exhibited that the highest possible score was 30 and the lowest possible score is 0, the researcher found that the highest score was 26 and the lowest score was 7. The researcher also found the mean 17.58 and standard deviation 5.87 in writing passive voice in the simple past tense. In detail, the result of the data analysis can be seen at table below:

Category	Frequency	Percentage
High	8	19.51%
Moderate	22	53.66%
Low	11	26.83%
Total	41	100%

Students' Ability in Writing Passive Voice in the Simple Future Tense

Specifically, the result of the data showed that the students' ability in using grammar were moderate. It showed that the highest score of students' writing is 28 and the lowest score is 5. The mean and standard deviation of the students' scores were 17.17 and 49.97. In detail, the result of the data analysis can be seen at table below:

Category	Frequency	Percentage
High	10	24.39%
Moderate	24	58.54%
Low	7	17.07%
Total	41	100%

b. Discussions

Based on the findings above, some students still have problems in writing passive voice. Their problems as follows:

- 1) The students' ability in writing passive vice in the simple present tense

For examples:

1. Make

Students' answer : The cake is maked
by me

Correct answer : The cake is made
by me

2. Keep

Students' answer : My sister is kepted
the baby

Correct answer : The baby is kept
by my sister

From the examples above, example 1 shows that the students had problem in mastering past participle especially in irregular verb. They used past participle "maked". Actually, they had to use "made". In example 2, the students did not understand with the meaning. They write unacceptable meaning.

2) The students' ability in writing passive voice in the simple past tense

For examples:

1. Write

Students' answer : The announcement was wrote by Lily

Correct answer : The announcement was written by Lily

2. Surprise

Students' answer : Mr. Febram is surprised about the news

Correct answer : Mr. Febram was surprised by that news

3. Catch

Students' answer : My cat was caughted the mouse in the kitchen

Correct answer : The mouse was caught by my cat in the kitchen

From the example above, in example 1 they used incorrect past participle. In example 2 they used "is". Actually they had to use "was". In example 3 they write a sentence, but they did not understand about their acceptable meaning.

3) The students' ability in writing passive voice in the simple future tense

For examples:

1. Report

Students' answer : The good news will reported by Tomi

Correct answer : The good news will be reported by Tomi

2. Know

Students' answer : Rosa's secret will knew by Andi

Correct answer : Rosa's secret will be known by Andi

From the example above, in example 1 and 2 the students had to add "to be" after will, and in example 2 the students did not use the correct past participle "knew". Actually, they had to use "known".

Conclusion

Based on the result of the data analysis, the researcher concludes as follows:

1. The ability of the second year students in writing passive voice were moderate. It means that there were some students who still got difficulties in writing passive voice in the simple present tense, the simple past tense, and the simple future. It was proved by the result of the data analysis.
2. The researcher just focused on three tenses. They are in the simple present tense, simple past tense and simple future tense. Based on the result, the students got moderate ability in each aspects.

Suggestions

To conclude this study, the researcher gave some suggestions as follows:

1. Since the result of the research showed that the students were categorized in moderate ability in writing passive voice and most of the students had low ability in writing passive voice in the simple past tense, the teachers should give more exercises to the students in order that they can keep practicing grammar, and increasing their ability about grammar especially in

writing passive voice and the teachers should review the grammar lesson about past participle for the students in order to make the students understand in writing passive voice especially in the simple past tense form.

2. For the students, they are suggested to pay attention to the teacher's explanation deal with the grammar especially in passive voice. Besides, because of they had low ability in writing passive voice in the simple past tense, they should do more exercises in writing passive voice especially in the simple past tense form, and they are suggested to write sentences in acceptable meaning and they also need to memorize the form of past participle especially in irregular verb to increase their ability in writing passive voice.
3. For other researchers, this research has already told about the students' ability in writing passive voice. They are also suggested to do research on other aspects of passive voice like finding the factors that can increase the students' ability in writing passive voice or the factors affecting students' ability in writing passive voice.

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