

**AN ANALYSIS OF ELEVENTH-GRADE STUDENTS' ABILITY IN WRITING
PASSIVE VOICE OF SIMPLE PRESENT TENSE AT THE CULINARY
DEPARTMENT OF SMKN 3 PAYAKUMBUH**

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ABSTRACT

The purpose of this research is to describe the eleventh-grade students' ability in writing passive voice in the simple present tense at the culinary department of SMKN 3 Payakumbuh. The researcher wanted to describe the students' ability in writing passive voice in the form of affirmative, negative, and interrogative. The design of this research was descriptive research. The population of this research was the eleventh-grade students at SMKN 3 Payakumbuh. Cluster random sampling was used in this research and the number of samples was 35 students. The instrument for collecting the data in this research was a writing test that required students in writing the passive voice of simple present tense at the culinary department of SMKN 3 Payakumbuh. To make the test reliable the researcher used the inter-rater technique. It was supported by the fact that the coefficient correlation was 0.99. In general, the result of this research showed that the eleventh-grade students' ability in writing passive voice in the simple present tense was high.

Keywords: *Writing, Simple Present Tense, Passive Voice.*

INTRODUCTION

In Indonesia English as a foreign language is very important. It serves as a vehicle for disseminating information now growing in Indonesia as well as a way to absorb knowledge developing in other nations ^[1]. English is included in the curriculum and it is an important subject in high school so it has a great opportunity to be used as the language of instruction in several schools in Indonesia. As a result, English is taught in Indonesian schools, including Vocational High Schools ^[2]. The purpose of learning English at Vocational High School is that students should be able to master knowledge and language skills (listening, reading, speaking, and writing). Retnadewi (2009) states that the goal of learning English Vocational is that students should be able to master the basic knowledge and skills of English to support the achievement of the competency skills program ^[3].

Writing is one of the skills in English that must be learned in Vocational school. It is an

excellent communication tool and a very important skill for students. According to Marta and Situmorang (2018), writing is a language skill used to write down thoughts and ideas so that others can read and understand them ^[4]. Writing is taught at Vocational High Schools (SMKN 3 Payakumbuh). In this skill, students learned such as personal letters, invitations, biographical text, exposition text, and procedure text. In the procedure text students write the passive voice sentences (English syllabus at SMKN 3 Payakumbuh).

There were two previous researches related to this research. The first was conducted by Handayani *et al.*, (2018) who wrote "An error analysis of the students' writing in passive voice at SMK Pasundan 1 kota Serang". The conclusion of this research was that there were causes of error made by the students and one of the causes was less understanding of grammar, especially Simple Past Tense ^[5]. The second was conducted by Basir (2021) who wrote "An

analysis of students problems in writing passive voice made by the second grade of SMAN 9 Takalar". The finding of the research was that students of the second grade of SMA Negeri 9 Takalar had problems in writing passive voice [6].

On August 2022 the researcher did the teaching practice at SMKN 3 Payakumbuh and taught passive voice. Based on her observation at SMKN 3 Payakumbuh, she found that some students still had problems writing passive

The researcher used a descriptive method for this research. According to Refnita (2018), descriptive research involves collecting data to test hypotheses or to answer questions concerning the current status of the subject of the study [7]. The population of this research was the eleventh-grade students at the culinary department of SMKN 3 Payakumbuh. There are 4 classes of eleventh-grade students at the culinary department of SMKN 3 Payakumbuh, whereas a population size is 142 students. The researcher chose one class among XI BG 1, XI BG 2, XI BG 3, and XI BG 4 class as the sample. Cluster random sampling was used in the sample collection by the researcher. The researcher used this technique because the population members are distributed in groups or classes and the characteristics of the population members are homogeneous. They had the same syllabus, books, and materials for learning English, especially in passive voice. The researcher decided to use cluster random sampling to minimize the research period and make it simpler.

The instrument for this research was writing test. This test was used to determine the students' ability in writing passive voice of simple present tense at the culinary department. Students were given instructions to write 8 passive sentences in positive form, 8 passive sentences in negative form, and 8 passive sentences in interrogative form in a paper provided by the researcher. The researcher used content validity to know the validity of the test. This is constructed based on the curriculum and syllabus used at SMKN 3 Payakumbuh. To analyze the reliability of the test, the researcher used the inter-rater technique. It means there are

voice in the simple present tense. Based on the reasons above, the researcher was interested in conducting a research entitled "An analysis of eleventh-grade students' ability in writing passive voice of simple present tense at the culinary department of SMKN 3 Payakumbuh". She wants to describe scientifically the students ability.

METHOD

two scorers to check the students' answers. The first scorer is the researcher and the second scorer is Kholisha Amalia because she has good skills in writing subjects and she got A for all writing subjects. To determine the correlation index of two sets of scorers, the researcher used Pearson Product Moment. Coefficient correlation of the test is 0.99 [8].

In this research, the researcher used a test to collect the data. The procedures for collecting data were as follows : first, the researcher did the test offline for the students; second, the researcher distributed the answer sheets to the students; third, the researcher explained the instructions the students must follow; fourth, the researcher asked the students to do this test in 60 minutes; fifth, the researcher collected the answer sheets; sixth, the original one is for the first scorer and the copied of the answers are given to second scorer; finally, both scorers counted the students' answers sheets and identified scores based on the criteria. In analyzing the data, the researcher used the following steps: first, the researcher presented the raw scores of each student; second, the researcher calculated the average of the student's scores by using the formula; third, the researcher calculated the conversion of students' scores by using the formula; fourth, the researcher classified the students' scores based on the criteria at SMKN 3 Payakumbuh; fifth, the researcher calculated the percentage of students who had high, moderate, and low abilities; finally, the researcher discussed the data analysis.

FINDINGS AND DISCUSSIONS

The results of this research showed that generally the students had high ability in writing passive voice in the simple present tense. It was supported by the data analysis that 16 students (45.71%) had high ability, 8 students (22.86%) had moderate ability, 11 students (31.43%) had low ability. In detail, the result of the data showed that 22 students (62.86%) had high ability, 7 students (20%) had moderate ability, and 6 students (17.14%) had low ability in writing passive voice in the simple present tense in affirmative form; the result of the data showed that 17 students (48.57%) had high ability, 8 students (22.86%) had moderate ability, 10 students (28.57%) had low ability in writing passive voice in the simple present tense in negative form; the result of the data showed that 20 students (57.14%) had high ability, 7 students (20%) had moderate ability, 8 students (22.86%) had low ability in writing passive voice in the simple present tense in interrogative form.

Table 1. Research Findings

No.	Aspect	The Number of Students		Ability
		Number	Percentage	
1.	The Eleventh-Grade Students' Ability in Writing Passive Voice in the Simple Present Tense	16	45.71%	High
		8	22.86%	Moderate
		11	31.43%	Low
	Total	35	100%	
2.	The Eleventh-Grade Students' Ability in Writing Passive Voice in the Simple Present Tense in Affirmative Form	22	62.86%	High
		7	20%	Moderate
		6	17.14%	Low

	Total	35	100%	
3.	The Eleventh-Grade Students' Ability in Writing Passive Voice in the Simple Present Tense in Negative Form	17	48.57%	High
		8	22.86%	Moderate
		10	28.57%	Low
	Total	35	100%	
4.	The Eleventh-Grade Students' Ability in Writing Passive Voice in the Simple Present Tense in Interrogative Form	20	57.14%	High
		7	20%	Moderate
		8	22.86%	Low
	Total	35	100%	

1. The Eleventh-Grade Students' Ability in Writing Passive Voice in the Simple Present Tense

Based on the findings, it was found that the students' ability in writing passive voice in the simple present tense was high (45.71%). It means the students understood how to write the passive voice in the simple present tense. It is in line with the other previous study conducted by Kurniawati & Tavriyanti (2021) entitled "An analysis of the second-year students' grammar mastery in writing passive sentences after using zoom at the English Department of Bung Hatta University". Based on their results, it was found that there were 27 students (72.97%) who had a very high ability to write passive voice sentences with simple present tense ^[9].

2. The Eleventh-Grade Students' Ability in Writing Passive Voice in the Simple Present Tense in Affirmative Form

Based on the findings, it was found that the students' ability in writing passive voice in the simple present tense in affirmative form was high (62.86%). It means the students understood how to write the passive voice in the simple present tense. It is contrast with the other previous study that was conducted by Andriani (2019) entitled "An Analysis on Students' Ability in Using Simple Present Tense at XI Grade of Social Sciences of SMAN 1 Kampar on Academi Year 2016/2017". The result of the test shows that the students' ability in using simple present tense is low ^[10].

3. The Eleventh-Grade Students' Ability in Writing Passive Voice in the Simple Present Tense in Negative Form

Based on the findings, it was found that the students' ability in writing passive voice in the simple present in negative form was high (48.57%). It means the students understood how to write the passive voice in the simple present tense in negative form. Based on the findings above, it is contrast with study that was conducted by Galini (2015) entitled "The students' ability in using passive voice of simple past tense, a survey study on the second year student of SMAN 1 Lingsar in academic year 2013/2014. The result of this study is the students' ability in using passive voice of simple past tense, a survey study on the second year student of SMAN 1 Lingsar in academic year 2013/2014 was very low ^[11].

4. The Result of the Eleventh-Grade Students' Ability in Writing Passive Voice in the Simple Present in Interrogative Form

Based on the findings, it was found that the students' ability in writing passive voice in the simple present in interrogative form was high (57.14 %). It means the students understood how to write the passive voice in the simple present tense. Meanwhile, compared to the other previous study that was conducted by Hidayaturrahmi (2021) the title was "An Analysis of The Students' Ability on Passive Voice at Senior High School 1

Kampar Utara. It can be concluded that students' ability on constructing passive voice in simple present tense and simple past tense of the eleventh grade students at SMAN 1 Kampar Utara was low ^[12].

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research, it can be concluded that the eleventh-grade students' ability in writing passive voice of simple present tense at the culinary department of SMKN 3 Payakumbuh was high. Based on the conclusion, the researcher suggests teachers to give motivation to maintain their students' ability in writing passive voice. In addition the teacher should give students more activities such as giving videos and pictures. The students who have good ability in writing passive voice of simple present tense are suggested to maintain their ability. Then, the students who have moderate ability and low ability in writing passive voice of simple present tense are suggested to do more exercises. The researcher suggests further researcher to find out the students' ability in writing passive voice of any other tenses, such as simple past tense, present continuous tense, including present perfect tense, past continuous tense, past perfect tense, and simple future tense. Then, next researcher is also suggested to investigate how the difference can happen.

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