

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

**THESIS**



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THE FACULTY OF TEACHER TRAINING AND EDUCATION  
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*Submitted to fulfill a Partial Requirement for Getting S-1 Degree at the English  
Department of the Faculty of Teacher Training and Education at Bung Hatta  
University*



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Passive Voice of Simple Present Tense at the Culinary  
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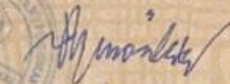
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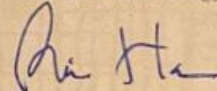
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
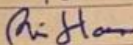
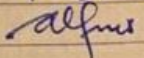
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Finally, the researcher hopes that this research will be useful and provide insight to the readers. The researcher understands that this thesis is not perfect yet. So the researcher welcomes the readers' suggestions and criticism to make it better.

Padang, August 2023

The Researcher

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## ABSTRACT

Meitalia, I. 2023. *An Analysis of Eleventh-grade Students' Ability in Writing Passive Voice of Simple Present Tense at the Culinary Department of SMKN 3 Payakumbuh.*

Advisor: Dra. Lisa Tavriyanti, M.Pd.

The purpose of this research was 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. It was proved that 16 students (45.71%) had high ability, 8 students (22.86%) had moderate ability, and 11 students (31.43%) had low ability. Specifically, the students' ability in writing passive voice in the simple present tense in affirmative form was high. It was proved that 22 students (62.86%) had high ability, 7 students (20%) had moderate ability, and 6 students (17.14%) had low ability. The students' ability in writing passive voice in the simple present tense in negative form was high. It was proved that 17 students (48.57%) had high ability, 8 students (22.86%) had moderate ability, and 10 students (28.57%) had low ability. The students' ability in writing passive voice in the simple present tense in interrogative form was high. It was proved that 20 students (57.14%) had high ability, 7 students (20%) had moderate ability, and 8 students (22.86%) had low ability.

Based on the result of this research, it can be concluded that the eleventh-grade students' ability in writing passive voice in the simple present tense at the culinary department of SMKN 3 Payakumbuh was high. The researcher suggests that the teachers should provide motivation to maintain their students' ability in writing passive voice. For the students, the researcher suggests that they can still maintain and improve their ability in writing passive voice. For further research, the research suggests that they can investigate students' ability in writing the passive voice of the other tenses.

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# **CHAPTER 1**

## **INTRODUCTION**

In this chapter, the researcher discusses the introduction. It consists of the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the research, the significance of the research, and the definition of the key terms.

### **1.1 The Background of the Problem**

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 (Hernanda *et al.*, 2022). 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 (Guanabara, 2018).

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.

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.

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 objectives of this research were to know the types of Passive Voice taught in SMK Pasundan 1 kota Serang in the eleventh grade and to find out the causes of errors made by the students in writing passive voice, especially Simple Past Tense. The results of this research are misformation errors consisting of 41 errors (58.57%), followed by omission errors consisting 23 errors (32.58%), misordering error consisting 5 errors (7.14%) and addition errors consisting 1 errors (1.43%). Based on the results of the research the dominant error was misformation consisting 58.57%. 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.

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 purpose of this research was to find out students’ problems in writing passive voice made by the second grade of SMAN 9 Takalar. The design of this research was descriptive quantitative research. The total number

of the sample was 15 students. The researcher used the purposive sampling technique. The instrument used to get the data was a test and questionnaire with Google Form as data collection tool. Based on the result, the researcher found 86% students had problems in writing passive voice. The researcher found that 13 students had a problem of writing passive voice in the simple present tense, and 80% of students had a problem in writing passive voice in the simple past tense. The causes that become problems for students in writing passive voice are knowledge and understanding, less practice, and educational background. The finding of the research was that students of the second grade of SMA Negeri 9 Takalar had problems in writing passive voice.

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 voice in the simple present tense. Here are some examples of the error made by students in writing passive voice of simple present tense :

- a. The kitchen was cleaned by my sister once a week.

The sentence above is incorrect because it uses to be was. The correct sentence is “The kitchen is cleaned by my sister once a week”.

- b. Vegetables watered are by my mother every day (+).

The sentence above is not correct because to be (are) is used after the past participle (verb 3). The correct sentence is “Vegetables are watered by my mother every day (+).

- c. Vegetables not watered by my mother every day (-).

The sentence above is incorrect because there is no to be (are) after the subject. The correct sentence is “Vegetables are not watered by my mother every day (-).

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.

## **1.2 The Identification of the Problem**

Based on the background of the problems above, there are some problems faced by students in writing passive voice. First, some students were confused with the tenses like simple present tense, simple past tense, simple future tense, present continuous tense, past continuous tense, future continuous tense, present perfect tense, and future perfect tense. The second is some students do not fully understand how to write passive voice sentences in affirmative sentences, negative sentences, and interrogative sentences.

Third, some students do not understand how to use verbs (the past participle) in writing passive voice. The fourth is some students were getting confused about placing the correct “be” from the active sentences into the passive sentences. The last is using the correct time signal. There are still many



students who do not fully understand using correct time signals because of that their sentences become incorrect.

### **1.3 The Limitation of the Problem**

Concerning the identification of the problem above, the researcher limited this research to students' ability to write passive voice in the simple present tense of forms in affirmative, negative, and interrogative sentences. This research was conducted on eleventh-grade students at the culinary department of SMKN 3 Payakumbuh.

### **1.4 The Formulation of the Problem**

Based on the limitation of the problem, the researcher formulated the research problem: How is the eleventh-grade students' ability in writing passive voice in the simple present tense at the culinary department of SMKN 3 Payakumbuh?

### **1.5 Research Questions**

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

1. How is the eleventh-grade students' ability in writing passive voice in the simple present tense in affirmative sentences at the culinary department of SMKN 3 Payakumbuh?
2. How is the eleventh-grade students' ability in writing passive voice in the simple present tense in negative sentences at the culinary department of SMKN 3 Payakumbuh?

3. How is the eleventh-grade students' ability in writing passive voice in the simple present tense in interrogative sentences at the culinary department of SMKN 3 Payakumbuh?

### **1.6 The Purposes of the Research**

In general, 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. Specifically, the purposes of this research are :

1. To describe the eleventh-grade students' ability in writing passive voice in the simple present tense in affirmative sentences at the culinary department of SMKN 3 Payakumbuh.
2. To describe the eleventh-grade students' ability in writing passive voice in the simple present tense in negative sentences at the culinary department of SMKN 3 Payakumbuh.
3. To describe the eleventh-grade students' ability in writing passive voice in the simple present tense in interrogative sentences at the culinary department of SMKN 3 Payakumbuh.

### **1.7 The Significance of the Research**

This research gave a contribution to the teachers, students, the researcher, and further research. For the teachers, they get information about the students ability to write passive voice. In addition, it is expected that the results of this research are used by English teachers to guide students to write passive voice. For students, they can improve their abilities in writing passive voice and enrich them with information on writing passive voice in the simple

present tense. For the researcher, this research can be used to improve her knowledge in conducting research. For further research, the research results are useful as a reference for the study of passive voice and input for the next research.

### **1.8 The Definition of Key Terms**

To avoid misunderstanding the key terms are used in this research, The followings are the definition of the key terms :

1. Writing ability refers to eleventh-grade students' ability in writing passive voice of simple present tense at the culinary department of SMKN 3 Payakumbuh.
2. The passive voice sentence is one of the sentences in which the subject is affected by the agent using the simple present tense.
3. Simple present tense is a tense that is used to develop passive voice sentences at SMKN 3 Payakumbuh.