CHAPTER I

INTRODUCTION

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

1.1 Background of the Problem

English as an international language is used almost all over the world. In the global area, English has a significant role as a communication language used in many sectors of life, such as trading, bilateral relationship, politics, science, technology and many others. In Indonesia, English is considered as the foreign language and the required subject to be taught in high school and college.

According to Juniar (2016), teaching English in Indonesia has become a very large challenge for English teachers because English is a foreign language rather than the second language. To be able to master English, language skills should be possessed by people. These language skills should be supported by language components; pronunciation, vocabulary, and grammar.

All of language skill require grammar, from reading, speaking, listening, and writing. Grammar is very important in strengthening the structure and increasing fluency in the language. No matter how great the students in English, they still have to learn how to share their knowledge of grammatical concept from spoken to written language.

Based on the curriculum that is used at the English Department of Bung Hatta University, grammar is one of the important language components that should be

mastered by students. There are several subjects to promote grammar mastery. They are Basic Grammar, Intermediate Grammar, and Advanced Grammar. In Intermediate Grammar subject, the students learn about several lessons, such as Present Perfect, Present Perfect Continuous Tense, Compound Sentences, Gerund and Infinitive, and Passive Voice. This Passive Voice was taught in even semester.

During the even semester last year, the teaching learning process has changed because of Corona Virus Disease 19 (COVID-19). So much has changed from every sectors and every country has experienced it, including Indonesia. The sector with the most impact is the world of education. The world of education must also be able to adapt to significant changes, one of which is a different way of learning from before. Almost of all educators and students are not ready to face this condition because the teaching learning process changed into online learning.

This pandemic has impacted people's lives in the social, economic, and educational fields. One of the sectors affected is the education sector. Schools and universities have been closed in several countries where the people are infected with COVID-19. This policy was done to prevent the spread of Covid-19 from becoming more widespread (Hassan et al., 2020).

Learning in the pandemic period requires students to be able to use a variety of online learning media. Zoom, Google meet, Google classroom are the most frequently used media. In Intermediate Grammar subject, the teaching learning process used Zoom Applicationin order to provide convenience between lecturers and students in learning and delivering the material. This application is one application that can support the communication needs wherever and whenever

with many people without having to meet physically in person. So, it can be concluded that the teaching learning process of Intermediate Grammar has changed from offline to online learning.

Based on the description above, the researcher conducted a research entitled "An Analysis of the Second Year Students' Grammar Mastery in Writing Passive Voice Sentences after using Zoom at English Department of Bung Hatta University."

1.2 Identification of the Problem

English has four major skills. They are listening, speaking, reading, and writing. Writing is a skill that almost all people do to communicate, but some students have difficulties to write sentences. They are afraid of making mistakes in writing such as grammatical error or misspelling and other factors. Sentences are divided into several types. Andersen (2014: 2) states that sentences are classified into some types; namely simple sentence, compound sentence, complex sentence, and compound-complex sentence. Andersen (2014: 2) explains that a simple sentence consist of a main clause.

There are two problems that students face in writing a passive voice sentence, especially in grammar, such as how to write a good simple sentence and tenses that used in passive voice. The first problem is how to write a good sentence, such as the sentence has meaningful idea or not. Many students do not understand how to write sentences correctly. Many of the students do not understand the pattern of passive voice, and they wrote active voice sentence. According to Torres-Gouzerh's idea (2019:1), the basic rule is that all sentences must have a subject (S), which can be a pronoun, a noun, or a noun phrase, and a

verb (V), which also can be a verb phrase. In many cases, the verb can be followed by a direct object (O). According to Refnita (2016: 3), sentences are grouped due to the use or the complexities. In relating to the use, the sentences can be grouped as statement, interrogative, exclamation or imperative.

The second problem is the tense that is used in writing passive voice sentence. Many students still do not understand in tenses, and they had many problems in pattern and subject-verb agreement because every tense had its own pattern and different structure.

1.3 Limitation of the Problem

Based on the identification of the problem above, the researcher limited her research on the grammar mastery of the second year students in writing passive voice sentence after using Zoom at English Department of Bung Hatta University. The grammar mastery focused on passive voice with simple present tense, simple past tense, simple future tense, and present perfect tense in simple sentence in the form of affirmative, negative, and interrogative.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem of the research as follows "How is the second year students' grammar mastery in writing passive voice sentences after using Zoom at English Department of Bung Hatta University?"

1.5 Research Questions

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

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1. How is the second year students' grammar mastery in writing passive voice sentences with simple present tense after using Zoom at English Department of Bung Hatta University?

2. How is the second year students' grammar mastery in writing passive voice sentences with simple past tense after using Zoom at English Department of Bung Hatta University?

3. How is the second year students' grammar mastery in writing passive voice sentences with simple future tense after using Zoom at English Department of Bung Hatta University?

4. How is the second year students' grammar mastery in writing passive voice sentences with present perfect tense after using Zoom at English Department of Bung Hatta University?

1.6 Purposes of the Research

The main purpose of this research is to find out grammar mastery of the second year students in writing passive voice sentence after using Zoom at English Department of Bung Hatta University. Specifically the purposes of the research are:

1. To find out the second year students' grammar mastery in writing passive voice sentence with simple present tense after using Zoom at English Department of Bung Hatta University.

2. To find out the second year students' grammar mastery in writing passive voice sentence with simple past tense after using Zoom at English Department of Bung Hatta University.

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3. To find out the second year students' grammar mastery in writing passive voice sentence with simple future tense after using Zoom at English Department of Bung Hatta University.

4. To find out the second year students' grammar mastery in writing passive voice sentence with present perfect tense after using Zoom at English Department of Bung Hatta University.

1.7 Significance of the Research

This research is expected to give a contribution to the lecturers, the students, and researchers. For lecturers, it is expected that the results of the study can provide information about students' grammar mastery in writing passive voice sentence after using Zoom. After knowing the students' grammar mastery, the lecturers can give enrichment or remedial.

For students, they can get information about their grammar mastery in writing passive voice sentence after using Zoom. And they can increase or maintain their grammar mastery in writing passive voice sentences.

For future researchers, they can use this research as a reference to conduct other research.

1.8 Definition of the Key Terms

To avoid miss understanding about the key terms used in this research, the researcher defines them as follows:

1. Grammar Mastery is students' ability to understand about passive voice sentence.

2. Writing is an ability to express idea in passive voice sentences.

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3. Passive sentence is a sentence where the subject does not perform the action of the verb.

4. Tense is a verb-based method used to indicate the time.

5. Zoom is a cloud-based service that offers meetings and webinars and provides content sharing and video conferencing capabilities that was used in Intermediate Grammar subject.