

STUDENTS' GRAMMAR MASTERY IN WRITING PASSIVE VOICE AFTER USING ZOOM AT THE ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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Abstract

The purpose of this research is to describe the students' grammar mastery in writing passive sentences after using Zoom at the English Department of Bung Hatta University. The descriptive method was used as the design of this research. The population of this research was the second-years students at the English Department of Bung Hatta University who registered in the academic year 2020/2021. The researcher used the total sampling technique to select the sample, and the number of samples was 37 students. The instrument for collecting the data in this research was a grammar test in the form of writing sentences. The results of the study show that students had very high in writing passive voice after using Zoom.

Keywords: students' grammar mastery, zoom, passive voice

INTRODUCTION

Grammar is very important in strengthening the structure and increasing fluency in the language. Chogill and Magedanz (2003: 1) state that the grammar of the language is the set of rules that govern its structure. Greenbaum & Nelson (2001: 1) add that grammar is the central component of language. Significantly, skills users of grammar express themselves accurately and meaningfully and use their knowledge of grammar to present themselves to others in the way that they hope to be seen. Furthermore, Greenbaum & Nelson (2001: 1) say that grammar refers to the set of rules that allow combining words in our language into larger units. It means that grammar cannot be separated from language skills.

Grammar's mastery should be improved. According to Harmer (2001), improving grammar mastery is crucial for the students because grammar rules are too carelessly violated, and communication may suffer. Shirzad (2016) states that grammar is essential because the grammar of the language makes it probable to talk about language. That is why grammar takes an important part in developing and constructing a meaningful sentence. Mastering grammar helps students comprehend every word when they are reading and speaking, listening, and writing.

Teaching grammar has changed because of Corona Virus Disease 19 (COVID-19). 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 all educators and students are not ready to face this condition because the teaching-learning process changed into online learning.

There were previous researches related to grammar. The first research was conducted by Mellisa Muhammad (2017). The result of the research found that the second-year students at the English Department of BungHatta University had a problem with writing passive voice. The second research was conducted by Herda Dewi Ningrum (2017). The result of her research showed that the second-year students' ability in writing passive voice at SMA Negeri 1 Sitiung was moderate (63.41%).

Based on the previous-related research above, those researches were conducted in normal teaching-learning activities. In March 2020 Corona Virus Diseases 19 (Covid 19) spread in Indonesia. It affected many sectors. One of the sectors affected was the education sector. Schools and universities have been closed in several countries where 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 teachers to be able to use a variety of online learning media. Zoom, Google meet, and Google classroom are the most frequently used. Umar (2021) states that teachers/lecturers prepare various learning models to help students study at home during the Covid-19 Pandemic In the Intermediate Grammar subject, the teaching-learning process Zoom Application was used 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. Fuady, Sutarjo, and Ernawati (2021) state that this application is easy to use in class. Besides, it is a video conference that offers a meeting and people can communicate directly with anyone Gusacheva,2020; Apriani,2020; Fauziyah,2021). So, it can be concluded that teaching grammar, especially passive voice has changed from offline to online learning.

Based on the background above, the purpose of this research is to describe Students' Grammar Mastery in Writing Passive Voice Sentences after using Zoom at the English Department of Bung Hatta University."

METHOD

The researcher used the descriptive method since this research is to answer questions concerning the current status of the subject of the study (Refnita, 2018:17). The data of the research were the students' scores. The scores were calculated to find out the second-year

students' grammar mastery in writing passive voice sentences after using Zoom in the simple present tense, simple past tense, simple future tense, and present perfect tense at the English Department of Bung Hatta University. The population of this research was all of the second-year students at the English Department of Bung Hatta University . The sample of this research was 37 students. The instrumentation of the research was a grammar test in the form of writing sentences consisting of 24 items. The test was valid in terms of content validity. The inter-rater method was used to see the reliability of the test. The data of the research were collected by Google form.

RESULTS AND DISCUSSION

1. The Students' Grammar Mastery in Writing Passive Sentences after Using Zoom

The result of students' grammar mastery in writing passive voice sentences after using Zoom of finding showed that 21 students (56.76%) had very high grammar mastery in writing passive voice sentences. Then 6 students (16.22%) had high grammar mastery in writing passive voice sentences. Meanwhile, 6 students (16.22%) had moderate grammar mastery in writing passive voice sentences. Furthermore, 4 students (10.80%) had low grammar mastery in writing passive voice sentences. It can be seen in Table 1 below:

Table 1

The Percentage of the Second Year Students' Having Grammar Mastery in Writing Passive Sentences after using Zoom

Mastery	Number of Students	The Percentage of the Students
Very High	21	56.76%
High	6	16.22%
Moderate	6	16.22%
Low	4	10.80%
Total of Students	37 Students	100%

Based on the table above, the result shows that students had very high mastery. It is supported by the fact that 21 students (65.76%) had very high grammar mastery. It means that the students have understood in writing passive voice in a simple sentence. This finding was not in line with research conducted by Ningrum (2017) entitled "An

Analysis of the Second Year Students' Ability in Writing Passive Voice at SMA Negeri 1 Sitiung". Based on her result study, it was found that 26 students (63.42%) were classified as having a moderate ability. So, these two studies had different findings.

2. Students' Grammar Mastery in Writing Passive Sentences after Using Zoom with Simple Present Tense

Referring to the scoring criteria, the highest possible score was 24 and the lowest one was 0. The researcher calculated the second-year students' grammar mastery after using Zoom at the English Department of Bung Hatta University with the simple present tense. After calculating the scores of writing passive voice sentences with simple present tense, it was found that 27 students (72.97%) had very high mastery in writing passive voice sentences with the simple present tense. Then there were 3 students (8.11%) who had a high mastery. Then 1 student (2.70%) had moderate mastery. While 6 students (16.22%) had a low ability. It can be seen in Table 2 below:

Table 2
Students' Grammar Mastery in Writing Passive Voice Sentences after using Zoom with Simple Present Tense

Mastery	Number of Students	The Percentage of Students
Very High	27	72.97%
High	3	8.11%
Moderate	1	2.70%
Low	6	16.22%
The Total of Students	37	100%

Based on Table 2 above, the result of the finding showed that the second-year students had very high grammar mastery in writing passive voice sentences with the simple present tense. It is supported that 27 students (72.97%) were classified into very high grammar mastery. It means that the students have understood in writing passive voice sentences with the simple present tense. The student expressed the meaning full

idea and the sentence that has subject verb-agreement and correct tense. Then the sentence has correct in a mechanic. This finding is in line with a study which was conducted by Yeyet Salsundara (2020) who found that the second-year students' ability in writing passive sentences using simple present tense at the English Department of Bung Hatta University in writing passive is very good. It was proved by the fact that 79% of students could write passive sentences using the simple present tense. So, these two studies had similar findings.

3. The Second Year Students' Having Grammar Mastery in Writing Passive Sentences after Using Zoom with Simple Past Tense

Referring to the scoring criteria, the highest possible score was 24 and the lowest one was 0. Based on the data analysis, the researcher found that the second-year students' grammar mastery in writing passive voice sentences after using Zoom with simple past tense had a very high mastery. It is supported by the fact that there were 23 students (62.16%) who had a very high mastery. Further, 5 students (13.52%) had high mastery. Meanwhile, 5 students (13.52%) had a moderate mastery. Then 4 students (10.80%) had low mastery. It can be seen in Table 3 below:

Table 3
Students' Grammar Mastery in Writing Passive Sentences after Using Zoom with Simple Past Tense

Mastery	Number of Students	The Percentage of Students
Very High	23	62.16%
High	5	13.52%
Moderate	5	13.52%
Low	4	10.80%
The Total of Students	37	100%

The table above shows that students' mastery was classified as very high mastery in writing passive voice sentences with simple past tense. It is proved by the fact that 23 students (62.16%) had very high mastery. It means that the students have understood in writing passive voice in the simple past tense. The sentence students wrote has meaning

full idea, subject verb-agreement, and correct tense. This finding is not in line with a study conducted by Edriati (2013) entitled “An Analysis of the Second Year Students’ Ability of SMA 1 Ranah Pesisir in Transferring Active Voice into Passive Voice in Simple Sentence.” Based on her result, it was found that the students’ ability in transferring active into passive voice sentences in the affirmative form in simple past tense had the moderate ability. It is supported by the fact that 37 students (60.66%) were classified as having a moderate ability. So, the above research has different findings.

4. Students’ Grammar Mastery in Writing Passive Sentences after using zoom with Simple Future Tense

The students’ grammar mastery in writing passive voice sentences after using Zoom with simple future tense was very high ability. It is proved by the fact that 18 students (48.65%) were classified as having very high mastery. In addition, 11 students (29.73%) were classified as having high mastery. Besides, just 1 student (2.70%) was classified as a moderate mastery. Then 7 students (18.92%) were classified as having a low mastery. It can be seen in Table 4 below:

Table 4
Students’ Grammar Mastery in Writing Passive Sentences after Using Zoom with Simple Future Tense

Mastery	Number of Students	The Percentage of Students
Very High	18	48.65%
High	11	29.73%
Moderate	1	2.70%
Low	7	18.92%
The Total of Students	37	100%

Based on the table above, it was found that the students’ grammar mastery in writing passive voice with simple future tense had a very high mastery. It means that the students have understood in writing passive voice with simple future tense. The finding was not in line with a previous study which was conducted by Ningrum (2017), the second-year students at SMA Negeri 1 Sitiung had a moderate ability. -It is proved with the fact that 24 students (58.54%) were classified into moderate ability. So, these two have different findings.

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