

STUDENTS' ABILITY IN WRITING CAUSE AND EFFECT SENTENCE AT TWELFTH GRADE OF CULINARY ART, SMKN 2 PARIAMAN

Adzanil Prima Septy¹, Agnes Mail Nexi²
^{1,2} English Department, Universitas Bung Hatta
e-mail: adzanil.primasepty@bunghatta.ac.id

ABSTRACT

The purpose of this research was to describe the students' ability in writing cause and effect sentence at Grade XII of Culinary Art, SMKN 2 Pariaman. The descriptive method was used as the design of this research. The researcher used a total sampling technique and the sample was 29 students. The instrument for collecting the data in this research was a writing test of cause and effect. The result of the analysis showed that the test was reliable. It was supported by the fact that the coefficient correlation was 0.98. It was categorized as having a very high correlation. Then the test was valid in terms of content because it had covered the material that students had learned. Generally, all of the twelfth grade students have been able to write cause and effect sentence. 20.68% of students got good, 55.17% of students got moderate and 36.84% of students got low. In applying grammar 17.24 % of students got good, 44.82% of students got moderate, and 37.93% of students got low. In using vocabulary 17.24 % of students got good, 65.51% of students got moderate, 17.24% of students got low. In mechanics 6.89% of students got very good, 58.62% of students got good, 27.58% of students got moderate, and 6.89% of students got low.

Keywords— cause, effect, grammar, vocabulary, and mechanics.

INTRODUCTION

Writing is one of the important skills in our communication with others. There are four language skills in learning English, namely reading, speaking, listening and writing. Writing is a skill to express ideas, thoughts, and memories into written form, either in the form of sentence, paragraph, or essay which needs some practice done step by step. Based on the study conducted by Khalel (2020), he found that more than 50% students had difficulties in writing simple sentences in writing positive simple sentences by using expressions of quantity (both, a couple of, several, a number of).

There are several types of sentence completions; restatement, comparison, contrast, cause and effect. A cause and effect sentence is a sentence that expresses a relationship between events and things that happened. Indriana (2020: 3), cause and effect sentence is made by using cause and effect generally involving an action that makes something happening and there is a result of that action. To write cause and effect sentences we must use logical sentences and grammar that are correct so that readers can easily understand our writing.

Based on the explanation above, the researcher decided to research students' ability in writing cause and effect sentences at twelfth grade of Culinary Art, SMKN 2 Pariaman.

LITERATURE REVIEW

The chapter is about the review of related literature on the topic of the study. The researcher discussed the definition of writing, the definition of sentence, types of sentence, teaching writing, and cause and effect sentence. It also discussed reviews of previous research and the conceptual framework of this study.

The Definition of Writing

Agustrianti (2014: 1) states that writing is a skill to express ideas, thoughts, and memories into written form, either in the form of a sentence, paragraph, or essay which needs some practice done step by step.

Writing is a language skill that must be mastered by students. According to Richards & Renandya in Indriana (2020: 17), writing includes numerous considerations and choices to be made regarding “higher-level skills”, such as content, structure and organization, and “lower-level skills”, such as punctuation and choice of appropriate vocabulary items and grammatical structures. Moreover, Edward in Indriana (2020: 18) says that writing is a process of expressing ideas or thoughts in words. It means that by written forms, someone can express ideas and sense more correctly.

Writing is a purpose-driven activity and most of our day-to-day writing purposes call on us to construct something longer than an individual sentence (Landon. 2013: 12). In other words, people need to practice their ability in writing. So that in the writing process people have to try to produce their mind or ideas every time in order to write with the correct structure.

Based on the explanation above, the researcher concluded that writing is one way to express ideas, experiences and feelings into written form. In writing we have to choose the good and right words and phrases, and must follow the proper structure.

The Definition of Sentence

Field (2009: 17) says that every sentence must include at least one delimited verb. A sentence is a group of words that expresses a complete thought. In addition, Riggs (2012: 12) states that a sentence is a group of words with a subject and verb. A sentence begins with a capital letter and ends with an end mark, which can be a period, question mark, or exclamation mark.

Andersen (2014: 1) states that sentence is a collection of complete words that convey meaning. According to Nainggolan (2021: 71), a sentence has one verb definitely. Because

the condition of a sentence consists of at least a subject and a verb. There is a subject and there is a verb (verb or activity) performed by the subject.

In conclusion, the researcher concluded that a sentence is a complete set of words that convey meaning which starts with a capital letter and ends with a period.

The Types of Sentence

According to Andersen (2014; 2), sentences are divided into four categories: simple sentences, compound sentences, complex sentences, and compound-complex sentences.

1) Simple Sentences

A simple sentence contains one independent clause. These are examples of simple sentence:

- Johnny rode his bike to school
- Who is your best friend?
- She ate her lunch, took a walk, and went back to work.

2) Compound Sentences

A compound sentence contains two independent clauses. A coordinating conjunction (for, and, nor, but, or, yet, so) often links the two independent clauses and is preceded by a comma. These are examples of compound sentence:

- She wanted to go on vacation, *so* she saved up her money.
- I like apples, *but* my sister loves bananas.
- Tim loves to read, *and* he also loves to hike.

3) Complex Sentences

A complex sentence contains one independent clause and one or more dependent clauses. A complex sentence will include at least one subordinating conjunction. These are examples of complex sentence :

- She went to class *even though* she was sick.
- *As* John was arriving to work, he realized he forgot his lunch.
- *While* I enjoy classical music, I prefer rock and roll because I play the drums.

4) Compound-Complex Sentences

A compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses. These are examples of compound-complex sentence :

- *Although* she felt guilty for missing her friend's birthday, she took her out to dinner the next day, *and* they had a great time.
- I try to eat healthy food, *but* because fast food is so convenient, I cannot maintain a healthy diet.
- *If* he got the job, he would have to commute 50 miles to work, *so* he decided the job was not worth it.

Based on the kinds of sentences by Andersen, there are four kinds of sentences. They are simple sentences, compound sentences, complex sentences, and compound-complex sentences.

Teaching Writing

Teaching writing is not as simple as teaching other language skills like teaching reading, teaching speaking, etc. Several aspects that must be fulfilled in teaching writing such as grammar, vocabulary, and mechanics.

In teaching writing, we need to select specific strategies to improve students' writing competencies. Raimes (1983: 7) says that teaching writing approaches by giving free writing assignments on a specific topic with only a few corrections for errors. Moreover, Harmer (2007: 112) states that the reason why students should learn to write is that students must become better at writing, regardless of the type of writing. It means that learning to write is very important to develop our writing skills to be better. In addition, Klimova (2013: 148) explains that the product approach to writing usually consists of presenting a model text, which is discussed and analyzed. From this model, students create similar or parallel text. As well as mechanical tasks; however, learners can find the structure of a given discourse, its linguistic characteristics and how the ideas are organized. The writing process approach in contrast focuses on language development Usage: brainstorming, group discussion, rewriting.

The researcher concluded that teaching writing is an activity to teach language in writing skills using learning strategies that are well-designed by the teacher so that the teaching objectives are achieved.

2.5 The Cause and Effect Sentence

According to Indriana (2020: 3), a cause and effect sentence is made by using cause and effect generally involving an action that makes something happen and there is a result of that action. In addition, Bashir in Indriana (2020: 30) explains that the definition of cause and effect: 1) Cause : The reason or motivation, for an action. Why something happen. Happens first. 2) Effect : Result or conclusion of an action. What happened. Happens due to a cause.

According to Bashir in Indriani (2020: 30), the cause and effect sentence uses the conjunctions: Cause conjunctions are *Because, because of, Since, As, For, due to, and owing to*. Effect conjunctions are *therefore, so (that), as a result of, and as a result*.

Based on the explanation above, the cause and effect sentence is a sentence that expresses the cause and effect relationship of the occurrence of events and things. There are many conjunctions of cause and effect; therefore, so (that), as a result of, because, as a result, ect.

Review of Previous Related Study

There is the previous study that relates to this research. First, the study was conducted by the student of the English Education Department in Tadulako University, Agustrianti, S. (2014), entitled “Improving The Eleventh Grade Students Ability in Writing Simple Cause Effect Sentences Through Flow Chart”. The result of this research was that flowchart is effective to improve the ability of the eleventh grade students in writing simple cause and effect sentences.

The second, the study was done by the student of English Education Department of State Institute For Islamic Studies (IAIN) of Salatiga, Indriana, F. S. (2020), entitled “An Error Analysis of Using Conjunction in Students’ Writing Cause and Effect Sentence (A Qualitative Research at The Eleventh Grade Students of SMA Islam Sudirman Ambarawa In The Academic Year Of 2019/2020)”. The result showed that the most dominant error made by students was Misformation (61.76%). The second was errors with the same percentage in Omission (14.70%) and Addition (14.70%). The lowest frequency of error was misordering (8.82%). It means that the students had some errors of using conjunction in writing cause and effect sentences.

The first previous research and this research are similar to discuss the students’ ability in writing simple cause and effect sentences. The difference between the first previous research and this research is the first research discusses Improving The Eleventh Grade Students’ Ability in Writing Simple Cause Effect Sentences Through Flow Chart. However, this research discusses Students’ Ability in Writing Cause And Effect Sentences at Twelfth Grade of Culinary Art, SMKN 2 Pariaman. These studies differ in the type of study.

The second previous research and this research discusses Students’ Writing Cause and Effect Sentences. The third research discusses An Error Analysis of Using Conjunctions in Students’ Writing Cause and Effect Sentence, nevertheless this research discusses Students’ Ability in Writing Cause and Effect Sentence.

Based on the previous study above, this research is about Students’ Ability in Writing Cause And Effect Sentence at Twelfth Grade of Culinary Art, SMKN 2 Pariaman.

METHODS

The researcher used a descriptive method for this research. According to Refnita (2018: 17), descriptive research involves collecting data in order to test hypotheses or to answer the questions concerning the current status of the subject of the study. The population of this research was the twelfth grade students at SMKN 2 Pariaman. The total number of population members were 29 students. It means that all the population would be the research sample. The researcher used the total sampling technique in selecting the sample of this research.

In this research, the researcher used a writing test for collecting the data. Based on the result of the data analysis, the reliability index of this test was 0.98 (very high correlation). It was categorized as very high correlation. It meant that the test was reliable and could be used as an instrument to collect the data.

The researcher collected the data as follows; First, the researcher created a WhatsApp group whose members are all of the research sample. Then, researchers explained the direction and prepared the test by using a Moodle application which used the school's website. After that, students did the test in 40 minutes. The researcher converted the score into the school's criteria, and the researcher classified the students' ability who have very high, high, moderate, and low ability.

RESULTS AND DISCUSSIONS

Based on the result of the data analysis, the students had moderate ability in writing cause and effect sentences at twelfth grade of Culinary Art, SMKN 2 Pariaman. It was shown that 6 students (20.68%) classified into good ability, 16 students (55.17%) classified into moderate ability, 7 students (36.84%) classified into low ability in writing cause and effect sentences.

Table 1. Students' Ability in Writing Cause and Effect

Range of criteria	Quality	Number of Students	Ability
95-100	A+	0	Very good
90-94	A	0	
85-89	A-	0	
80-84	B+	0	Good

75-79	B	2	
70-74	B-	4	
60-69	C	16	Moderate
Less than 60	D	7	Low
Total Number of Students		29	

1. The Students' Ability in Writing Cause and Effect Sentence

In this finding, generally more than a half of students had moderate ability in writing cause and effect sentences. 16 students (55.17%) had moderate ability. It is in line with a study which was conducted by Aulia (2015), the second year students' ability to write a short message at MTSN Kuranji 1 Padang. It was found that 62.5% of students could write a short message and it can be classified into the moderate ability. So, these two studies had similar findings.

2. The Students' Ability Sentence to Apply Grammar in Writing Cause and Effect

The second finding of this research was that the students' ability to apply grammar in writing cause and effect was 13 students (44.82%) who got moderate ability. It is not in line with a study conducted by Asral (2021), the third year students' ability to write a definition by using a complex sentence at the English department of Bung Hatta University. Based on her result, it was found that 73% of students could apply grammatical structure and it can be classified into good ability. So, from these two studies different findings were found.

3. The Students' Ability to Use Vocabulary in Writing Cause and Effect Sentence

The third finding of this research was that the students' ability to use vocabulary in writing cause and effect was 19 students (65.51%) got moderate ability. It is in line with a study which was conducted by Maharani (2016), entitled "The Correlation Between Students' Vocabulary and Grammar Mastery Towards Their Ability in Writing an Argumentative Essay in Bung Hatta University". 36% of students could use vocabulary in writing argumentative essays and it can be classified as a very good ability. So, from these two studies different findings were found.

4. The Students Ability' to Apply Mechanics in Writing Cause and Effect Sentence

The four findings of this research show that the students' ability to apply mechanics in writing cause and effect was 17 students (58.621%) got good ability. It is in line with a study which was conducted by Putri (2014), An Analysis of The Tenth Grade Students' Ability in Writing Recount Text at SMA Adabiah 1 Padang. It was 46.875% students got moderate ability to apply mechanics in writing recount text. So, from these two studies different findings were found.

CONCLUSIONS

Based on the result of the data analysis, the researcher concluded that the twelfth grade students of culinary art at SMKN 2 Pariaman had moderate ability in writing cause and effect sentences. In conclusion, it is suggested that the teachers are expected to give some exercises to improve the students ability in developing cause and effect sentences. Next, the researcher suggests to the next researcher to conduct the study about what causes the student to only have moderate ability in writing cause and effect especially in applying grammar, vocabulary and mechanics. Then, the researcher suggests the student minimize some mistakes in writing the cause and effect especially in applying grammar, vocabulary and mechanics.

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