The Efficacy of Using Passive Voice Cards
in Teaching Grammar

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Abstract

This research aims at finding out the efficacy of using passive voce cards in teaching grammar, especially the passive voice to Indonesian English as Foreign Language (EFL) students. The main question of this research: Is the use of the passive voice cards effective in teaching passive voice to Indonesian EFL students?. The research can be an addition to the persisting teaching grammar of English particularly the passive voice through the use of the passive voice cards. This research was conducted at the the student at Politeknik Negeri Ujung Pandang, an Indonesian Vocational Higher Education. The total number of samples was 25 students. The research used a pre-experimental method with a pre-test and post-test design. The pre-test was given to find out the basic ability of the students in mastering conditional sentences and the post-test given to find out the students' improvement in mastering passive voice after giving the treatment by using of passive voice cards. The findings show that using the passive voice cards is effective in teaching conditional sentences to Indonesian EFL students. It is supported by the result of the significance test through SPSS 20 program that the P was 0.00. Therefore, it is recommended to use the pair work technique in developing students' competence in mastering passive voice of Indonesian EFL students.

Keywords: Indonesia EFL students; cards; teaching passive voice

Introduction

Grammar is one of materials which are difficult for the students. Especially the students of at Vocational Higher Education. So, many kinds' materials in grammar that student gets in English class such as tenses, conjunction, preposition, causative, and many others. One of the material in grammar that always we find in daily life is passive voice. In grammar, Passive voice is a sentence structure where the subject's role is not too important that the focus is on the object that is subject to action. When we try to identify between active to passive voice, we can also see a verb form; then this is the different statement from an active verb to passive verb (using past participle): *"She heard"* is active verb become *"She was heard"* is a passive verb (Past Tense). On the whole, passive voice forms are identified by a subject move to be an object. Leech (2003) states that the verb structure in which a form of being is followed by the -ed form (past participle) of the critical verb, for example, is loved, was beaten, will be sent, is referred to as passive voice. The consequence of using the passive is to modify the noun phrase, which would be the object of an appropriate non-passive (that is, active) clause into the subject. For example, Police have found the missing children (active), and The missing children have been found by Police (passive)

When the writer did observation in Politeknik Negeri Makassar, she found that some of the students do not know the use of passive voice and she found that the students still didn't understand about the material. Even though the students always learn it before the writer did observation there, they still confused about it.

To solve these problems, the English teacher try to apply various teaching techniques, or the teacher has to create class atmosphere of how to encourage student's grammar ability. A teacher plays an important role in teaching and learning process in classroom activities. He or she is responsible to determine the aim of teaching and has to create favorable situation in motivation the students to study. To teach successfully, an English teacher has to use certain strategies to make the students understand the lesson.one of the techniques that can be used by a teacher in teaching passive voice namely using passive voice cards..

Passive voice cards are the media in teaching where students can individually or in groups. The passive voice cards contain a sentence or question that has been modified to encourage students to be creative and active in participating in learning and the Teacher's direction. Each team discusses a topic, be given rules, then asking and also giving questions regarding material that discuss for each group. L

There are some advantages of cards from other research in teaching language as follows; the cards could help students increase their vocabulary size rapidly when selecting high-frequency vocabulary and using the spaced. drill, a methodology indicated to be streamlined.[4] Besides that, the card could indicate a significantly different learner's writing competence of Biography Text. The learners started to understand to make paragraphs appropriately and more active to learn with passive voice cards.[5] In teaching speaking, the card was applied with making a matching technique so the technique could make the students more involved in the learning process and, at the same time, make their learning more meaningful and fun for them. Also, the Teacher can improve the student's speaking ability.

It means that Cards can be easily modified in language teaching; likewise, applying for cards in passive voice lessons also can be done. The use of passive voice cards are not only grammar but also focusing on masters in vocabulary, writing, and even speaking skills. In the passive voice card, there are short statements that have been designed to focus on the use of the grammar of passive voice that can per pair or groups too. This media is expected to be more motivating for students to learn English effectively.

Based on the situation the researcher is interested in conducting a research under the topic "the efficacy of using passive voice cards in teaching grammar especially the passive voice to Indonesian English as Foreign Language (EFL) students", as a result in real situation she does not find an adequate and appropriate strategy teaching passive voice in Politeknik Negeri Ujung Pandang, an Indonesian High School it may be caused by most English teachers still teach by using conventional method in teaching grammar. Therefore, it is very important to provide an alternative technique to improve student; it is assumed that using pair work technique might for improve the students' ability in mastering grammar especially passive voice.

From the background of the study, the researcher formulated the research questions such as below: Does the use passive voice cards improve the ability in using passive voice of students at Politeknik Negeri Makassar,?. Then, the researcher formulates the objective of the research as follows: To find out the effectiveness of using passive voice cards in improving the ability in using passive voice at Politeknik Negeri Ujung Pandang.

This research is expected to useful information for teacher and the students about teaching passive voice through the use of cards. Also it expected to be a reference for the next researcher who wants to do a research about passive voice. The scope of the research is to know what teaching passive voice at Politeknik Negeri Ujung Pandang.

There are some previous studies related to the research. They are: Alwani (2013) researched "Teaching passive voice of the simple past tense by using contextual teaching and learning" in Cikarang. The research method is Classroom Action Research (CAR) then. His research showed that Contextual Teaching and Learning (CTL) could improve students' understanding of learning the passive voice of the simple past tense. The relationship between his research and this research is the same about passive voice. Still, this research is not identical in the study method, the strategy in teaching passive voice and only focus on simple past tense than this research focussed on the passive voice of simple present and simple past tense.

Ahmad Effendi (2013) his researched "Improving Students' Understanding in Learning Passive voice of Present Continuous Tense through Pattern Drills" in Tangerang. This research method is The Classroom Action Research (CAR), and the result of the study showed that Pattern Drills could make students more active and interested in learning grammar activity in the Classroom. Ida Maulida (2015)

researched "Improving students' ability in using the passive voice of present progressive tense through Contextual Teaching and Learning" in Jakarta. The method of this research is classroom action research then; the result of this research showed that it could improve students' understanding of the passive voice of present progressive tense. The relationship between this research and my research is the same as this research about passive voice. Still, this research is not identical in the study method, the strategy in teaching passive voice, which focuses on present progressive tense than this research focussed on the passive voice of simple present and simple past tense. Isnaini Sarinastiti (2017) researched "The implementation of the quiz team strategy to teach passive voice" in Yogyakarta. The method of this Research is Classroom action research. The result of the study showed that the quiz team strategy was useful to be applied in the class to improve students' outcomes in teaching passive voice material. Siti Hadijah (2017) researched "The Effect of Grammar Discovery Technique on Students' Passive Voice Mastery" in Palangka Raya; the method of this research is quasi-experimental design; then The result of the study showed that the experimental group which was given treatment using grammar discovery technique as teaching technique got a higher score that was 68.409 compared with the control class who did not get treatment using grammar discovery technique as teaching technique was 60.364; so the grammar discovery technique, students was getting more active and more encouraged to study and master their passive voice. As a result, the students" passive voice enhanced optimally. Those previous studies are different from this current research since this research focuses on the use of passive voice cards.

Method

In this research, the researcher applied a pre-experimental method. Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment.

The design of the research is as follow:

$$O_1 \qquad X \qquad O_2$$

Where:

O_1 = pre-test

X= treatment

O_2 = post-test

(Best 1997:103)

The population of this research was the students at Politeknik Negeri Ujung Pandang, an Indonesian Vocational Higher Education. In determining the sample of this research. The researcher took 24 students as sample of this research. The writer used grammar test to measure the students' ability in mastering passive voice. Before and after giving treatment writing involves

The data was collected by using the procedure below:

1. Giving Pre-test

Firstly, the researcher introduced himself to the students and explained purpose of her coming in their class. The researcher gave pre-test to the students to measure the skill of the students before giving treatment.

2. Giving Treatment

The researcher conducted the treatment to the students for sixth meetings by using passive voice cards. the steps as follows: With passive voice cards, the Teacher gives a simulation to students for a few minutes before playing the passive voice card game so that students don't feel confused and awkward to play the game. During the game, the Teacher allows all students to play passive voice cards. Still, when students ask something, the Teacher does not immediately answer but gives just an abstract so that students are more independent in finding the answer.

3. Giving Post-test

The students were given the same activity in the pre-test after the treatment. The researcher gave grammar test and asked the students to answer. It aimed at finding out the students'ability in writing skill after giving treatment..

In analyzing data, the researcher giving score to the students based on the result of their reading test in pre test and post test. The last step of the data analysis was the hypothesis testing.   The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and post test.

Results

From the result data analysis, shows that the mean score of the students pretest was 40 and the mean score of posttest was 75 It means that using reciprocal teaching technique in teaching reading can enhance the students' achievement especially for the students' grammar.

From the statistical analysis, the researcher concludes that there is a significant difference between pretest and posttest in enhancing the students' grammar ability through passive voice cards as a way to deliver learning material. Passive voice cards technique is effective in enhancing the students' reading ability. Based on the describing above, the researcher concludes that one of important point that teacher should accommodate he/she should give full the attention especially in grammar skill. Therefore, in teaching writing one of technique that the teacher may use this technique in teaching, especially in writing or constructing ideas is greatly expected to make the students easier in generating and expressing their idea in different mode and sense.

After calculating the result of the students' pretest, the mean score and standard deviation of both groups are presented in following table:

	Pretest	Posttest
Mean	40	75

Standard dev.	8.30	10.49
Max	43	64
Min	21	37

The data shows the mean score of the students pretest was 40 and the mean score of posttest was 75. Standard deviation of pretest was 8.22 and the standard deviation of posttest was 11.27. It means that using passive voice cards technique in teaching grammar can enhance the students' achievement in grammar.

The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N – 1, where N = 25, then the t-test is 10.81 P is 0.00

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in enhancing the students' grammar ability trough pair work technique as a way to deliver learning process. The result of statistical analysis for level of significance (p=0.05) with degree of freedom (df)= N-1, where (N) = 25, df = 24. The probability value was smaller than α (0.00<0.05). it indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that passive voice cards is effective in enhancing the students' grammar ability especially passive voice.

Discussion

Based on the result of data analysis, the researcher found out that the use of pair work technique is effective in developing students' competence in grammar skill at the tenth grade students at SMA Kristen Mercusuar Kupang. Actually, there some techniques that we can use to teach speaking but the researcher using parallel writing technique, moreover the application of think pair share strategy gave good effect in enhancing the students' skill in reading..

The result shows that this media (passive voice cards) is useful. The researcher

applied for passive voice cards personally or team in the Classroom with some rules. Each passive

voice card shows a sentence then equipped with an animation picture. Students were given

simulation before played the passive voice cards, so they were not confused and enjoyable every

class meeting. Teaching passive voice is not only used teaching media like cards; Futhermore,

Alwani's Study (2013) and Ida's Study (2015) were similar using CTL (Contextual Teaching and

Learning) in teaching passive voice, which was practically effective in helping students to improve

the grammar skill. Drill activities are also suitable in card games; these findings also supported

Ahmad (2013) with using drills activities could help students to understand passive voice well; his

study was significant to get 26 from 31 students with a mean score was 73,58. Different from Drill

activities, Grammar Discovery Technique also was used in teaching passive voice; Siti's Study (2017)

also successfully guided students to identify the grammatical form of passive voice. Besides, there is

also effective strategy from Isnaini and Uswatun's Study (2017) is Quiz Team Strategy; this strategy

was used by making some teams that have to prepared short-answer quiz, and the result of their

studies was more effective than the conventional method in teaching passive voice at eleventh

grades.

This research has shown that passive voice cards can increase the students' ability in mastering passive voice. So, in teaching passive voice, the students should be in pairing work that will be a useful situation where the students can share their knowledge and support their pair in mastering passive voice in English.

Conclusion

The researcher concludes that the use of passive voice card is effective in developing students' competence in mastering grammar at Politeknik Negeri Ujung Pandang. It was proven by there was a significant difference between the students' mean score of pretest and posttest. The result of statistical analysis for level of significance (p=0.05). The probability value was smaller than α (0.00<0.05). it indicated that there is significant differences between the result of pre-test and post-test after giving treatment in improving students' competence in mastering passive voice through the use of passive voice cards.

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