THE EFFICACY OF USING PASSIVE VOICE CARDS IN TEACHING PASSIVE VOICE (A CASE STUDY OF THE SECOND SEMESTER STUDENTS OF CIVIL ENGINEERING DIPLOMA 3 BUILDING CONSTRUCTION ENGINEERING STUDY PROGRAM OF ACADEMIC YEAR 2020/2021 POLITEKNIK NEGERI UJUNG PANDANG)

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ABSTRACT

This research is aimed at finding out the effectiveness of using passive voice cards in teaching passive voice to the students. It is conducted at the second semester of Civil Engineering students' department, study program Building Construction Engineering of State Polytechnic of Ujung Pandang (PNUP Makassar). The strategy is choosen because, the learning process in the classroom would be more productive and meaningful since it is assumed could increase the effectiveness of the students' learning in the classroom. The researchers get the result of the research of passive voice skill by using pre-test and post-test.

In this study, the researchers use classroom action research method which consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. It analyzes the students' ability in learning passive voice. The result of the research is analyzed by employing the descriptive method since it is used to describe phenomena as objectively as possible based on the data obtained. There are 20 students elected purposively as the subjects of the research. In this research, the researchers use 20 out of the 40 students of the second semester of Building Construction Engineering Study program of Politeknik Negeri Ujung Pandang of academic year 2020/2021 as the sample of the research, the researchers also use the technique of random sampling by using lottery technique.

The finding shows that the ability of students improved significantly after teaching the grammar of passive voice by using passive voice cards, especially for the unit of present perfect and past tense. The results show the significance different from the pre-test of passive voice skill with the mean score 45,8, then followed by the mean score of post-test in cycle 1 with 60,25, and final result of post-test in cycle 2 is 75,95. The percentage of students' improvement from pre-test up to post test in cycle 1 is 31,55%, and it increases in cycle 2 with 65,82%.

Keywords*: Passive voice, passive voice cards, grammar.*

1. INTRODUCTION

In the modern era, there are many sources of inspiration to develop a teacher's creativity in managing the virtual classroom's learning process. Medias for learning can be easily to get by searching on the internet. By using the media, it will be considered as a variety of teaching and learning method in delivering the material such as the tense of simple past tense and present perfect in passive voice, and also it can be implemented in any other grammar subjects. [1].

In teaching the Passive Voice the researcher had bad enough experience concerning the lack grammar of the students. Based on the result observation on January 12, 2021, at the Building Construction Class A and B Civil Engineering Department through virtual classroom, it is found that most students assumed that they lack of a passive voice grammar. They still confused by the usage for some dissimilar structures on tenses and challenging to implement the sentence to the formula of tenses; the students feel they seem to lack enthusiasm in learning passive voice, many rules of use of words that adjust tenses as well as the use of be (am, is, are) for the present and (were) for the past; besides, the students felt bored when listening to explanations continuously without being invited to play an active role in learning. To overcome the problems, as the teachers are responsible to have a good method for educating the students to get the sufficient English-speaking environment in the classroom which grammatically correct especially for teaching the passive voice. One of the methods that can be applied in the classroom when teaching the passive voice is by using the passive voice cards.

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2. METHODOLOGY
1) Research Method

In this study, the researchers use classroom action research (CAR) method which consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. It analyzes the students' ability in learning passive voice. The result of the research is analyzed by employing the descriptive method since it is used to describe phenomena as objectively as possible based on the data obtained.

2) Population and Sample

In this research, the researchers use 20 out of the 40 students of the second semester of Building Construction Engineering Study program of Politeknik Negeri Ujung Pandang academic year 2020/2021 as the sample of the research. In this research, the researchers use the technique of random sampling. In this study, they choose random sampling by using lottery technique.

3. FINDINGS

Before conducting the action, the researchers give the pre-test about passive voice in the form of multiple-choice questions for 30 numbers of test to the 20 students as the samples. The results of the test are not satisfied, especially for unit of present perfect tense and past tense. So therefore, the research focused on two units Passive Voice Structure such as making sentence of Simple Past Tense and Present Perfect Tense by using Passive Voice Cards. The followings are the result of the students score of pre-test, post test 1 and 2.

Table 1. (Students' Score of Pre-Test)

Student	The Total of Correct Answer	Score
1	10	33
2	12	40
3	10	33
4	11	36
5	7	23
6	14	46
7	9	30
8	23	76
9	9	30
10	18	60
11	10	33
12	20	36
13	16	53
14	23	76
15	17	56
16	15	50
17	10	33
18	7	23
19	16	53
20	20	66
Total		916%=91,6

Based on the above table of students' results, the mean score can be found for the pre-test by using the formula below:

$X = \dfrac{\text{Total score of the students}}{\text{Total students}} \times 100\%$

$X = \dfrac{91.60 \times 100\%}{20}$

$= 45.8$

Table 2. (Students' Score of Post-Test 1)

Student	The Total of Correct Answer	Score
1	15	50
2	17	56
3	13	43
4	18	60
5	12	40
6	19	63
7	15	50
8	27	40
9	13	93
10	20	66
11	15	50
12	24	80
13	18	60
14	26	86
15	19	63
16	17	86
17	15	50
18	19	63
19	21	70
20	20	66
Total		1205%=12,05

Based on the above table of students' results, the mean score can be found for the pre-test by using the formula below:

X = Total score of the students x 100%
        Total students

X = 12,05 x 100%
        20

  = 60,25

Table 3. (Students' Score of Post-Test 2)

Student	The Total of Correct Answer	Score
1	23	77
2	27	90
3	22	73
4	20	67
5	15	50
6	24	80
7	15	50
8	30	100
9	25	83
10	27	90
11	26	86
12	24	72
13	21	70
14	26	86
15	28	93
16	17	56
17	15	50
18	19	63

19	25	83
20	30	100
	Total	1519%=15,19

X = Total score of the students x 100%
       Total students
X = 15.19 x 100%
         20
  = 75,95

Table 4 the Rating Percentage Score in Post-Test 2

Classification	Score	Frequency	Percentage
Excellent	86-100	7	35%
Good	76-85	4	20%
Fairly good	66-75	4	20%
Fair	56-65	3	15%
Poor	36-55	2	10%
Very poor	0-35	-	0%
Total Students		20	100%

Table 4 indicated that the student's score in the frequency of the posttest. Researchers identified the highest percentage of 35% is categorized as the excellent, then continued the good and fairly good classification as much as 20%, and 5 students get fair and poor classification. From the analysis, it can be concluded that the average score of student learning outcomes after learning through passive voice cards has met the effectiveness criteria.

4. DISCUSSION
1. Pre-cycle Description

In this research, the writers use two cycles. Before conducting the action, the researchers use speech and asking questions and answers method to the students. The results of the study are not satisfying, especially for unit of simple present perfect tense of Passive Voice. The research focuses on two units Passive Voice Structure such as making sentence of Simple Past Tense and Present Perfect Tense by using Passive Voice Cards. Pre-Test is given in the type of multiple choice and making sentence for 30 numbers of test to the 20 students as the samples. The result of the pre-cycle can be seen in table 1. The result of the pre-test shows that the highest score is on 76 and the lowest is on 23. The Pre-Test is conducted to get the level of difficulties of the Passive Voice unit in the type of Simple Past and Present Perfect Tense to the students of Second Semester. It also reveals that comprehensiveness of the English learning materials for the previous semester has not increased yet. This is lead to the conclusion that the use of both giving speech and questions and answers methods considered to be less challenging to the students, so that they do not have courage and less interest in learning the passive voice. These problems are important to be solved, therefore students get more comprehension in material of passive voice, students think that the passive voice is an interesting unit to be learned especially when they want to write some papers or journals in English where some of the structure of sentences need to be in passive.

2. Cycle 1

Since the research applied is classroom action research method which consists of 4 stages; planning, acting, observing and reflecting, the activity starts from planning stage, where the researchers make some planning based on the finding of preliminary study. The following activities in this action planning are designing lesson plan, preparing the model Passive Voice Cards, preparing materials and media, and determining criteria of success. The organized planning will be formed into lesson planning based on the current used syllabus. In observing stage, the researchers notice all the activities in the physical classroom activity. In a part of explaining of the material used passive voice cards. It probably seemed unclear because the teacher's explanation was too fast therefore, it could be seen from students' task result that there is still confusion in differentiating the use of to be "was", "were" and "been" in subject singular or plural of the sentence to form the Passive voice. Meanwhile, the class situation was still under control. It means that most

of students did not pay attention to teacher explanation; some of them also did not do their work seriously, moreover they cheated each other and teacher even ignored their behavior. Reflecting stage is then conducted at the end of the Cycle 1. In this stage, the researcher discusses the conclusion of implementing the action.

Based on the result of the post-test in Cycle 1 which can be seen in table 2, the students' mean score is 60,25. in which there are only 3 students who passed the KKM 70 (seventy). From the reflecting phase, there must be more efforts to improve students' understanding in the passive form of Present Perfect Tense and past tense. It needs to be improved again in the next cycle. Above all with the result of the students' post-test proves that the teaching of passive voice of present perfect and past tense using passive voice cards could improve the students' mastery in the passive voice of the two tenses when it is compared to the mean score of pre-test.

3. Cycle 2

In the planning stage of cycle 2, the researchers prepare several instruments such as lesson plan, observation sheet, and the post-test. The researchers apply the lesson plan where students are emphasized to make sentences in a grammatical correct of simple past tense and present perfect in passive form based on the cards given to them. Furthermore, in the end of cycle two, students are given the posttest 2 then calculating their scores. As a result, the students' mean score is 75,95. It could be said there are 14 students or 70% of the total students at the class could pass the passing grade 70 (seventy) or Kriteria Ketuntasan Minimal (KKM). The result shows that this media (passive voice cards) is useful. Based on using passive voice cards in teaching passive voice, it is indicated the benefits of using a flashcard (card) in the teaching-learning process of passive voice. There are some aspects of passive voice cards that can influence the students' mastery a lot; some of them are a combination of memory and drilling activity where the students are trained to answer quickly, also introducing new vocabularies through a picture of each passive voice card.

5. CONCLUSION AND SUGGESTION
1) Conclusion

Based on the findings and discussions, the researchers conclude that using passive voice cards can be used effectively in teaching the unit of passive voice especially for the tenses of present perfect and past tense for Building Construction Engineering students at Civil Engineering Department. It can be seen after doing several treatments. The result shows a significant difference between the mean score of the student in the pretest and the mean score of the student in posttest. The mean score of the student in the pretest is 45,80, and the mean score Student in the posttest is 75,95, while the percentage of students' improvement from pre-test up to post test in cycle 1 is 31,55%, and it increases in cycle 2 with 65,82%.

2) Suggestions

Related to the increasing ability of the students in learning the Passive Voice unit, the researchers put forward some suggestions such as the lecturers at the first semester students of Civil Engineering students should always give the motivation to their students that English is very important to be known because by the English we will be able to develop the knowledge. In learning English, an English teacher should give other teaching media to the students that cannot make them feel bored during the learning process. For the next researcher who would conduct similar research hoped this research could be a benefit to develop about teaching passive voice by applicating other teaching media.

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