

Jumble word game to Improve Student Understanding of Passive Voice: A Classroom Action Research

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Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman siswa tentang passive voice dengan menggunakan permainan acak kata. Penelitian ini menggunakan metode kuantitatif. Artinya, penelitian ini digunakan secara numeric untuk melihat hasil dari pemahaman siswa tentang passive voice. Subjek penelitian ini adalah siswa kelas XI IPS-2 SMAN 3 Banda Aceh. Hasil penelitian ini menunjukkan bahwa terdapat peningkatan antara pre-test (44,8) dan post-test (84). Perbedaan antara pre-test dan post-test secara statistic signifikan 39,2. Penelitian ini menunjukkan bahwa permainan acak kata meningkatkan pemahaman siswa tentang kalimat pasif.
Kata Kunci: Kalimat Pasif, Permainan Acak Kata, PTK.

Abstract

The aim of this study was to find out the improvement of students' understanding of passive voice using the Jumble word game. This study used a quantitative method. It means that this study was used numerically to see the result of this study for students' understanding of passive voice. The subjects of this study were the eleventh-grade students of IPS-2 of SMAN 3 Banda Aceh. The results showed that there was an increase between the pre-test (44, 8) and the post-test (84). The difference between the pre-test and post-test was statistically significant is 39, 2. This study indicates that jumble word games increased students' understanding of passive voice.

Key words: Passive voice, Jumble word game, PTK

A. Pendahuluan

Learning English is a familiar thing for everyone to do including students. Why not? As we know, English is the International language and all of people need to learn it to communicate with others and to get an amazing score of test at school or university. Every school in this world have applied English lesson as compulsory subject like in Indonesia.

In Indonesia, government have emphasized student to learn English since they study in junior high school until university (Sukyadi, 2015). We know, there are four skills in English such as listening, writing, reading, and speaking. To get the four skills of English, we need to learn about the elements or components of language such as vocabulary, grammar, pronunciation, and etc (Kurniasih, 2011). Learning the elements or the components of language will help them to get the four skills of English easily.

One of grammars that the researcher was teaching for student at eleventh grade is passive voice. Passive voice is a sentence whose object receives the action. The researcher describe passive voice is like tenses, but it is used in passive. Learning passive voice is not the easy thing for students (Rahman, 2011). Sometimes, it is hard for them to understand about passive voice. More of them do not like to learn about passive voice (Diana, 2019; Batubara & Mahardhika, 2020). For the conclusion, more of them do not like to learn something that has formula.

As we know, passive voice has formula. For example, the formula of simple present in passive is: S + to be (am, is, are) + V3 + by S. it is hard for them to remember it and apply it. When the researcher gave them an example of simple present in passive, one of the students said that if he never knew about passive, and he never heard about simple present that used to be + V3. The researcher was trying to explain it and they can understand about it. But, to improve their understanding of passive voice, the researcher create a new game to make them more understand about passive voice and make them fun.

We know that, not all of students in senior high school like to learn seriously. They want to learn with fun either. According to Singer et.al (2006) says that the definition of playing is a self-exercise (thought and physical exercise) which is very beneficial for the improvement and development of motivation, performance, and achievement in carrying out tasks and organizational interests better.

So, when the researcher analyzed the material that the researcher was chose (Passive voice), the researcher decide that the researcher will make jumble word game. The researcher chooses this game because the game is so interesting and it will not make students be bored. The game will challenge students to arrange scramble words. The scramble words will make the students curious about what kind of sentence that has in the scramble words. When the students feel curious, it will increase their interest to accomplish the game. It is not only arranging the scramble words. After they find what the sentence that they get is, they will present and explain about the form of the sentence that they get.

As a teacher, we know our purpose of teaching such as to educate students, to improve student's knowledge, to improve students' understanding about material and etc (Struyven, et.al, 2013). Therefore, we as a teacher have to look for the best way to teach our students with fun.

B. Methodology

This research is a Classroom Action Research. According to John Elliot, Classroom Action Research (CAR) is a study of social situations with a view to improving the quality of action in them (Elliot, 1991). The main reason for engaging in action research is to assist the "doer" in improving and/or perfecting his or her actions. It means that, to start the classroom action research, we need to find the alternative way for improving student understanding. The subject of this study is the students at eleventh grade of IPS 2 in SMAN 3 Banda Aceh. The number of students consist 31 students.

Data Collecting Technique

In this research, the data analysis was taken by two types of data. First, the qualitative data were obtained through observation. Second, the quantitative data were obtained by passive voice test.

Observation.

Firstly, the writer does the observation. The writer tries to find out what is the problem of students in learning process. When the writer found the problem, the problem is almost all

students feel bored to learn passive voice in a basic way. So, the writer used jumble word game to improve students understanding of passive voice.

Test.

The test that writer used in this study is Pre-test and Post-test. Before implementing the jumble word game, a pre-test is conducted. At first, it is used to assess pupils' comprehension of passive voice. Meanwhile, the post-test is carried out following the use of the jumble word game. In this study, the test is done in form eight questions of passive voice appropriate the tenses. This test has a goal to see the improvement of students understanding of passive voice.

Technique of Data Analysis

In analyzing the numerical data, the author attempts to calculate the average of the students' scores per action in a single cycle first. It is used to determine how well students as a whole perform when studying passive voice. It uses the formula:

$$\bar{X} = \frac{\sum X}{n}$$

Description:

$\bar{X}$: Mean

x : Individual score

n : Number of students

Second, the writer tries to calculate the percentage of students who pass the minimal mastery level criterion (KKM) using the English subject gain score of 75 (seventy-five) as modified from the SMAN 3 Banda Aceh school agreement. It uses the formula:

$$P = \frac{F}{N} \times 100$$

Description:

P = the class percentage

F = total percentage score

N = number of students

Third, after calculating the mean of each student's score for each activity, the writer determines whether or not students' understanding of passive voice has improved from pre-test to post-test. In analyzing that, the writer uses the formula:

$$P = \frac{y1-y}{y} \times 100$$

Description:

P: Percentage of student's improvement.

Y: Pre-test result

Y1: post-test

C. Result and Discussion

The result of pre-test.

Based on the result of the pre-test, there are no students who passed the KKM. The mean of the pre-test result is 44, 8. The highest score of pre-tests 75 and the lowest score of pre-

tests was 25. From the data above, it could be seen that most of students in the XI IPS-2 class needed an improvement to understand passive voice.

The implementation of Classroom Action Research.

a) Planning

On this side, the writer prepared a learning device which consists of the lesson plan, the textbook which is related to the material, many papers of words for playing games, and other many tools that support it. Additionally, the writer also prepared the research instrument such as the question of post-test.

b) Acting

The implementation of learning activities was held on December 2nd, 2021 at the eleventh of IPS-2 class and attended by 31 students. In this case, the writer acts as a teacher. So, the way of the writer to support acting as an observer, and the learning activities are as follows:

1) Before beginning the lesson, the teacher greets the students. Next, she asked about the student's condition so-called roll the students then gave motivation to them and then describe the material to be discussed.

2) The teacher makes 8 groups. Each group consists of 3-4 people. Each group chooses passive voice paper that has been scrambled. The teacher asked students to arrange those words to be a complete word of passive voice. After that, they have to decide what the sentence that used is in that passive voice. The teacher also asked students to change the sentence of passive voice to be a sentence of active voice in order they know what the active voice of the sentence that they found is.

3) After that, every group came in front of class to present the sentence that they were arranged. They will explain about what kind of the sentences that they found, what the tenses that they found, the active sentences of that words, and etc. Besides that, another group tried to give question if they do not understand about something. The answer will be given by the group who presented.

4) Before closing the lesson, the teacher gave students chance to ask the question that they cannot understand about something or material. In the end, the teacher gave post-test.

c) Observing.

During this stage, the writer took on the roles of teacher and observer. During the action phase, the writer witnessed all of the events that occurred. In this action, the students had been shown improvement in their learning. The students could get a clear understanding of the material. Then, related to the student's responsiveness, the writer saw that the students were more active in the teaching-learning process, although there were several students who were still ashamed in expressing their ideas. The following is the outcome of the observation:

No	The Observation of Student's Activity	Percentage
1	Cohesiveness in arranging random words	20
2	Discuss with their friend actively	15
3	creating active voice from the passive voice that they have arranged	8
4	giving the question actively	5
5	Answering the question	5
6	Doing presentation confidently	8

7	Correct another student's assignment	6
8	Conclude the lesson	7
9	Listen and pay attention to teacher's explanation	6
10	Doing the test	20

Based on the table above, it appears that the most dominant activity of the students is doing the test and Cohesiveness in arranging random words and discussing, each of them 20% and 15%. In this phase, the writer also carried out the post-test to measure the improvement of students understanding of passive voice.

After Implementing the Action Research.

The description of the data after implementing an action consist the result of post-test. The following table illustrated the data on student's achievement score of pre-test and post-test.

Table The result of post-test.

Student's Number	Pre-test score	Post-test score
1	70	80
2	50	84,5
3	40	85
4	50	90
5	25	85.5
6	60	75,5
7	40	94
8	25	70
9	60	100
10	40	83
11	75	87,25
12	60	75
13	30	87,5
14	25	88,5
15	50	81,25
16	25	90
17	25	70
18	50	90
19	35	87.5
20	25	75
21	75	94
22	50	81,25
23	25	85
24	50	90
25	75	94
26	25	75
27	50	75
28	25	81,25
29	70	94
30	60	81,25
31	25	75
Mean	44, 8	84

To know the student's improvement score from pre-test to post-test, the writer used some steps. The steps are calculating the student's mean score of the test, calculating the class percentage, and calculating the student's improvement score from pre-test and post-test into a percentage.

To analyze the data of the pre-test, the first step is to get the mean score of the class. The following is the calculation:

$$\begin{aligned}\bar{x} &= \sum x / n \\ \bar{x} &= 1390/31 \\ \bar{x} &= 44,8\end{aligned}$$

From the calculation above, it was known that the mean score of pre-tests is 44, 8. In other words, the student's achievement score of passive voice before implementing Classroom Action Research (CAR) is 44, 8.

The next step is to know the percentage of student's score who passed the KKM (75). The writer calculates as follows:

$$\begin{aligned}P &= \frac{F}{N} \times 100 \% \\ P &= 3/31 \times 100 \% \\ P &= 9,67 \%\end{aligned}$$

From the calculation above, the student's score percentage of pr-test was 9, 67%. It means that the students who pass the KKM are 3 students and the other students were below the KKM score (75).

Furthermore, after getting student's score in post-test, the writer analyzed the data in order to compare the result between pre-test and post-test. There are three steps to compare the result of pre-test and post-test. Those are calculating the student's mean score of the class, calculating the student's improvement into percentage, and calculating the class percentage.

The first step is calculating the mean score of post-tests. It was calculated as follows:

$$\begin{aligned}\bar{x} &= \sum x / n \\ \bar{x} &= 2.604/ 31 \\ \bar{x} &= 84\end{aligned}$$

The calculation above shown that the student's mean score of post-tests is 84. It was shown that there were some improvements score from the pre-test mean score. It could be seen from the pre-test mean score (44, 8) to the mean score of post-tests (84).

Next, the percentage of student's improvement score could be explained from the following calculation:

$$\begin{aligned}P &= \frac{y1-y}{y} \times 100 \% \\ P &= \frac{84-44,8}{44,8} \times 100 \% \\ P &= 39,2 / 44,8 \times 100 \% \\ P &= 3.920/ 44,8 \\ P &= 87,5 \%\end{aligned}$$

Based on the result above, the percentage of students' improvement score from the pre-test to post-test was 87, 5%. It means that the score improves about 87, 5% from the pre-test score.

After that, the writer would like to know the percentage of students who passed the KKM. It used the calculation as following:

$$\begin{aligned}P &= \frac{F}{N} \times 100 \% \\ P &= \frac{29}{31} \times 100 \% \\ P &= 2900 / 31 \\ P &= 93,5\%\end{aligned}$$

According to the calculation, the class percentage which passed the KKM in the post-test was 93, 5%. In the other word, there were 29 students who achieved the KKM and 2 students were out of target. The class percentage of post-test gives some improvements of the class percentage in the pretest (9, 68%).

D. Conclusion

Based on the finding of research, it could be said that this research was success. It is proven by the test result, there was 87,5% improvements of student's mean score from pre-test to the post-test. In the pre-test, there were 3 students who passed the KKM and the other 28 students do not achieve the target. In the post-test, there were 29 students or 93, 5% students who passed the KKM.

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