

## The Effect of Using Games in Teaching Passive Voice on Simple Past Tense At Eleventh Grade Students of Science Program in SMA Negeri 1 Nabire

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### ABSTRACT

The objectives of the study are: 1) To find out whether there is the effect of using games in teaching passive voice on simple past tense. 2). To find out whether or not there is any significant differences of students' ability after they are taught by using games and without using it. The research method used is experimental research. The population of this study is grade XI sciences students at SMA Negeri 01 Nabire in academic year 2013/2014. The sampling process is administered by applying purposive sampling. The samples are chosen from class XI science 1 until science 5. There are eight students from each class, so the samples are 40 students. After that the sample is divided into 2 groups, 20 students for experimental group and 20 students for control group. The instrument used were tests consisting of pre test and post test. Pre test functions to find out students' basic ability in understanding and constructing passive voice in simple past tense, while post test functions to figure out students' ability in understanding and constructing passive voice in simple past tense after the treatment. In analyzing the data, the final scores from both classes were compared by using T-test. The findings of this study show that 1). The use of games are effective to improve students' ability in understanding and constructing passive voice on simple past tense, where the mean of experimental group increases from 37.99 to 75.16, while for control group only moved from 39.66 to 60.49. 2). There is a significant difference on students' ability in understanding and constructing passive voice on simple past tense who are taught by using games and without using games, where  $t_{value}$  4.48 is greater than  $t_{table}$  2.025 at level .05. Based on the research findings above, it is concluded that using games is effective to help students in understanding and constructing passive voice on simple past tense.

**Key words** : *Effect, Games, Teaching Passive Voice, Simple Past Tense.*

### ABSTRAK

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Tujuan penelitian adalah: 1) Untuk mengetahui apakah ada efek penggunaan permainan-permainan dalam mengajarkan kalimat pasif dalam bentuk lampau sederhana. 2) Untuk mengetahui apakah ada perbedaan yang signifikan dari kemampuan siswa sesudah diajarkan kalimat pasif dengan dan tanpa menggunakan permainan-permainan. Metode penelitian yang digunakan adalah metode penelitian eksperimen. Populasi dalam penelitian ini adalah siswa-siswi kelas sebelas jurusan IPA di SMA Negeri 01 Nabire dalam tahun ajaran 2014/2015. Proses sampling yang digunakan adalah dengan menerapkan teknik purposif. Sampel dipilih dari kelas IPA 1 sampai 5. Ada 8 siswa dari setiap kelas, jadi keseluruhan sampel adalah 40 siswa. Setelah itu, sampel dibagi kedalam 2 kelompok, 20 siswa untuk kelompok eksperimen dan 20 siswa untuk kelompok kontrol. Instrumen yang digunakan adalah tes, terdiri atas tes awal dan tes akhir. Test awal berfungsi untuk mengetahui kemampuan dasar siswa dalam memahami dan membuat kalimat pasif dalam bentuk lampau sederhana, sedangkan tes akhir berfungsi untuk mengetahui kemampuan siswa dalam memahami dan membuat kalimat pasif bentuk lampau sederhana setelah perlakuan. Dalam menganalisa data, nilai akhir dari kedua kelas dibanding dengan menggunakan uji T. Temuan dari penelitian ini menunjukkan bahwa: 1) Penggunaan permainan efektif meningkatkan kemampuan siswa dalam memahami dan menyusun kalimat pasif dalam bentuk lampau sederhana, dimana nilai rata-rata dari kelompok eksperimen meningkat dari 37,99 ke 75,16, sedangkan pada kelompok kontrol hanya berpindah dari 39,66 ke 60,49. 2) Ada perbedaan signifikan pada kemampuan siswa dalam memahami dan membuat kalimat pasif bentuk lampau sederhana yang diajar dengan menggunakan permainan dengan yang diajar tanpa menggunakan permainan dimana  $t_{hitung}$  4,48 lebih besar dari  $t_{tabel}$  2,021 pada tingkat .05. Berdasarkan temuan penelitian diatas, disimpulkan bahwa penggunaan permainan efektif untuk membantu siswa dalam memahami dan membuat kalimat pasif dalam bentuk lampau sederhana.

**Kata Kunci : Efek, Permainan-permainan, Mengajar Kalimat Pasif, Bentuk Lampau Sederhana**

## INTRODUCTION

Language has important role in human life. We cannot imagine what will be happened if everyone has a different language each other. Probably it will be happened like the story of Babel Tower on The Holy Bible where God did there confound the language of human, so people could not understand one another's speech and they scattered upon the face of all the earth (Genesis 11: 9).

Language is way of expressing ideas and feelings using movements, symbols, and sounds (Oxford Dictionary, 2008: 247). Through language, we can communicate with others. We must know how to share, to express our idea to other. Because communication is important, so human being should learn how to communicate correctly.

One of important tools in communication among various groups of people from various part of the world now is English. As an International language, English is very important in the world.

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It is usually used as a tool of communication among people who come from different countries. Everyone in the world should have a good communication to share their ideas or problems. By communication, they can have an interaction among them because human cannot live without interaction.

In Indonesia, English is only learned in Junior High School, Senior High School, and at University nowadays. Actually, on several years ago it was also learned at kindergartens and elementary schools but the Department of Education had stated the new rule about teaching English just in Junior High, Senior High School and at University.

Learning and teaching English is not an easy work, because it is not our mother tongue and has many differences with Indonesian. Its differences are about grammar, phonology, spelling and vocabulary. Learning English involves the mastery of four language skill. They are writing, speaking, reading and listening. The fourth basic skills are taught in an integrated way. Thus speaking and writing are productive skill or ability to product, listening and reading are receptive skill or ability to comprehend.

Besides learning four skills, students must learn grammar. Grammar is theory of language, of how language is put together and how it works (Richard and Renandy, 1985: 151). Grammar has function to create good and understandable sentences. Knowing how to build and use certain structure make it possible to communicate common types of meaning successfully. Without structures, it is difficult to make comprehensible sentence.

Unfortunately grammar of English is different with Indonesian structure. There are so many differences which usually make students find difficulties to understand so that makes them are bored and even lazy to learn English.

One of the differences is on passive voice. In constructing passive voice, we have found that it is not easy to master it well. In Indonesian, passive voice uses only prefix to express passive sentence. Otherwise, in English must use many elements such as the different tenses of to be followed by a past participle.

Therefore, the students faced difficult in constructing the sentence. Finally they felt boring to study English because they get trouble in understanding its structure. Therefore, the teachers have to find more interest technique to teach English. As a matter of fact, there are many ways that the English teacher can use to teach English such as using media (video, picture, etc), and using methods. One of the best methods to teach English is by using games. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful (Right, 2005: 1).

Most of people like games, because games are able to break their boredom and it is possible to learn a language as well as enjoy oneself at the same time. But it depends on the appropriateness of the game and role of the player. Students have variety learning style, so it asks teachers' role to use variety learning to explain language meaning and construction, engage students in a topic, or as the basis of whole activities. Because it can help both for practicing and motivating students.

According to the reasons above the writer was eager to investigate the effect of using games in teaching passive voice. In the research, the writer applied three games. The first game was Matching Sentence Game. In this game, the researcher divided students into five groups consisted of four students each. Then they were asked to match some active sentences with its suitable passive form. The fastest group that could match all the sentences correctly was the winner of the game.

The second game was Jumble Word Game. In this game, the writer gave the students some jumble words and they had to try to make passive voice by arranging the disordered words became a good passive sentence. As in the Matching Sentence Game, the students did the game in a group consist of four students each. The winner of game was the fastest team which could arrange all the sentences correctly.

The third game was Guessing Passive Game. The procedure of the game was the researcher divided the students into two groups. Each group consists of ten students. Then, each group chose one of their members came in front of class as the first player to change one active sentence became a passive sentence. The fastest player who could change the sentence correctly got one point. The game continued until all the members of both groups took turn. The winner of the game was the group that got the greatest point.

The writer thought that those games were very interesting which could make students more enthusiastic in learning and finally could increase their ability in constructing passive voice in this case. There was competition in playing those games so it made students were enthusiasm and active in learning English. Besides that, this method could help the students to cooperate each other and they also had chance to respond or correct other friend.

Based on the matter the writer was interested to conduct an experimental research using games to teach passive voice. The study is about the Effect of Using Games in Teaching Passive Voice on Simple Past Tense at Eleventh Grade Students of Science Program in SMA Negeri 01 Nabire.

## RESEARCH METHODOLOGY

This research was conducted using experimental research with the role playing method in teaching simple past tense material. This research was conducted at SMA Negeri 1 Nabire in the 2014/2015 Academic Year. In this study, the population was 200 students and the sample was 40 students. Data collection techniques in research are using pre test, treatment, post test. The data analysis technique is the number of student tests, namely  $S = \frac{F}{N} \times 100$

after that using T-test data analysis  $t = \frac{X1 - X2}{\frac{n1-1 S1^2 + n2-1 S2^2}{n1+n2-2} \left(\frac{1}{n1} + \frac{1}{n2}\right)}$

## FINDINGS AND INTERPRETATION

### A. Data Analysis

In this study, the writer explored two different independent variables with the purpose to know the effect of using games in teaching passive voice on simple past tense and to know whether there was or there was no any significant difference between teaching passive voice on simple past tense through and without using games. The main data would be used to answer the two questions of this study. They were collected and taken from pre-test and post- test results.

#### 1. Pre-Test

Before the experiment was conducted, a pre-test was administered at knowing the basic ability of students in understanding and constructing passive voice on simple past tense. The researcher gave pre-test to both groups (experimental group and control group) as the sample of research. The pre-test results were presented as follow:

**Table 1.1 Pre-test Scores**

No	Experimental Group		Control Group	
	Initial	Score	Initial	Score
1	LHL	46.66	PSCM	90
2	EAS	66.66	SIID	40
3	RAH	33.33	EW	70
4	BORM	30	PS	30
5	AM	50	AMR	80
6	CCK	33.33	NK	30
7	JIJL	56.66	EKI	36.66
8	BA	33.33	ES	30
9	MT	33.33	DMUA	33.33
10	AEP	33.33	ATTR	33.33
11	MT	30	PA	30
12	NK	33.33	DDK	33.33
13	YRL	33.33	ES	30
14	WDT	33.33	IN	33.33
15	RY	40	YRIB	30
16	SZA	33.33	STS	33.33
17	A	33.33	RS	33.33
18	YB	33.33	MH	33.33
19	IK	43.33	R	30

20	MKW	33.33	IP	33.33
<b>Total</b>		<b>759.94</b>		<b>793.3</b>
<b>Mean</b>		<b>37.99</b>		<b>39.66</b>

From the table above, it could be seen that the mean of control group was higher than experimental group. The mean of experimental group was 37.99 while mean of the control group was 39.66.

## 2. The Treatment

The treatment was conducted six times to both groups (three times for experimental group and three times for control group). In the first meeting at experimental group, the researcher explained the definition and characteristic of passive voice on simple past tense. After that the Matching Sentence Game was held. At control group, the researcher also explained the definition and characteristic of passive form on simple past tense and then the students did task. In the second meeting at experimental group, the students learnt about how to construct passive voice and the use of phrase *by* through doing Jumble Word Game. While in the control group the students also learnt about the same material and did task. In the third meeting, the students at experimental group learnt about how to change the active voice into passive voice on simple past tense and the use of auxiliary verbs in passive form. After that the students played Guessing Passive Game. Whereas in the control group got the same lesson with experimental group and did exercise.

## 3. Post-Test

In order to measure students' progress in understanding and constructing passive voice after they being taught through games (experimental group) and without using it (control group), the post-test was conducted. The researcher delivered the test to all of students as the sample and asked them to do the test individually carefully on certain given time. Finally, the students' paper sheet submitted and the students' results were treated as the data of the study. The post test results are presented in the following table:

**Table 1.2 Post-test Scores**

No	Experimental Group		Control Group	
	Initial	Score	Initial	Score
1	LHL	80	PSCM	90
2	EAS	90	SIID	50
3	RAH	76.66	EW	80
4	BORM	76.66	PS	53.33
5	AM	86.66	AMR	90
6	CCK	80	NK	50
7	JJL	80	EKI	63.33
8	BA	70	ES	60

9	MT	80	DMUA	60
10	AEP	70	ATTR	50
11	MT	76.66	PA	60
12	NK	66.66	DDK	66.66
13	YRL	70	ES	50
14	WDT	76.66	IN	66.66
15	RY	70	YRIB	50
16	SZA	83.33	STS	60
17	A	80	RS	50
18	YB	60	MH	53.33
19	IK	63.33	R	56.66
20	MKW	66.66	IP	50
<b>Total</b>		<b>1503.28</b>		<b>1209.97</b>
<b>Mean</b>		<b>75.16</b>		<b>60.49</b>

From the table above, it could be seen that the mean of the experimental group was higher than the control group. The mean of experimental group was 75.16 while the mean of control group was 60.49.

#### 4. Final T-Test Calculation

In this study, the researcher had to know that whether the scores of both groups were significantly different. To analyze the data, the writer used T- Test. Gay; et.al, (2009: 335) stated that the T-test is used to determine whether two groups of scores are significantly different.

The formula of T-test as follows:

$$t = \frac{X1 - X2}{\frac{n1 - 1 S1^2 + n2 - 1 S2^2}{n1 + n2 - 2} \left( \frac{1}{n1} + \frac{1}{n2} \right)}$$

The data calculation can be presented as following:

- 1 Mean of Experimental group      2 Mean of Control group

$$X1 = \frac{\sum x1}{n1}$$

$$= \frac{1503,28}{20}$$

$$= 75.16$$

$$X2 = \frac{\sum x2}{n2}$$

$$= \frac{1209,97}{20}$$

$$= 60.49$$

- a. Standar Deviation for Experimental Group    b. Standar Deviation for Control Group

$$\begin{aligned}
 S1 &= \frac{\sum x1}{n1} - X1^2 & S2 &= \frac{\sum x2}{n2} - X2^2 \\
 &= \frac{114158,66}{20} - 5649,02 & &= \frac{76296,33}{20} - 3659,04 \\
 &= 5707,93 - 5649,02 & &= 3814,81 - 3659,04 \\
 &58,91 & &155,77 \\
 &7,67 & &12,84
 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{75.16 - 60.49}{\frac{20 - 1 \cdot 7.67^2 + 20 - 1 \cdot 12.48^2}{20 + 20 - 2} \left( \frac{1}{20} + \frac{1}{20} \right)} \\
 &= \frac{14.67}{\frac{19 \cdot 58.82 + 19 \cdot 155.75}{38} \left( \frac{2}{20} \right)} \\
 &= \frac{14.67}{\frac{1117.58 + 2959.25}{38} (0.1)} \\
 &= \frac{14.67}{107.28 (0.1)}
 \end{aligned}$$



$$= \frac{14.67}{10.72}$$

$$= \frac{14.67}{3.27}$$

$$= 4.48$$

Based on the finding of the calculation above, t value was 4.48. Then the t value was compared with the t table (critical value). It was aimed to find out whether or not the value was higher than the critical value based on the degree of freedom. The formula used to find the degree of freedom is as the following:

$$df = n - 2$$

$$40 - 2$$

$$38$$

Because the t table does not have df38, so in order to be conservative the researcher could use df40. The critical value for df40 was 2.021 at level 05 (*see appendix*) and t value was 4.48. It means that the t value is greater than t table. So, the significance difference is found between the two groups after teaching through and without using games.

### **B. Finding/Hypothesis Testing**

In this research, the writer also made a hypothesis. The writer formulated the research on the alternative hypothesis ( $H_a$ ). It means that there should be a significant difference on students' ability in understanding and constructing passive voice on simple past tense taught through games and without using it.

By finishing the data analysis, finally, the questions of this research were answered: (1) whether there is the effect of using games in teaching passive voice on simple past tense, and (2) whether there is a significant difference between teaching passive voice on simple past tense through and without using games.

Based on the T-test result, the t value (4.48) was greater than t table for df 40 (2.021) at level 05. Thus, the statement of alternative hypothesis accepted meaning that there is a significant difference between teaching passive voice in simple past tense through games and without using it.

### **C. Interpretation**

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From the research findings above, the writer then interpreted the research result. The aims of this study were to find out whether there is the effect of using games in teaching passive voice on simple past tense and to find out whether there was a significant difference between teaching passive voice through and without using games.

The progress of mean score of experimental group (using games) could answer the first question of this study. In this case, the score's mean of experimental group moved from 37.99 to 75.16. Because the score's mean of experimental group increase, it could be concluded that there is a positive effect of using of games in teaching passive voice on simple past tense. And based on the hypothesis which was presented as the second question problem in this study, the writer found that there was a significant difference on students' ability in understanding and constructing passive voice in simple past tense after teaching through games and without using it ( $t$  value  $>$   $t$  table).

In this research, it was attempted to use games as an activity in the teaching and learning process to make students more enthusiastic in learning and finally can increase their ability in constructing passive voice in this case. There was competition in playing games so it made students enthusiastic and active in learning English. Besides that, this method can help the students to cooperate each other and they also have chance to respond or correct other friend.

In teaching learning process, both groups were taught by using similar topic of lesson, but by using different technique for delivering some exercises. In control group, the lesson was delivered through conventional method while in experimental group, the lesson was delivered through using games.

After getting treatment, all students were asked to participate in post-test as the final test for them. The progress of both groups could be seen from the score's mean. The score's mean of experimental groups increased from 37.99 to 75.16 while the score's mean for the control group only moved from 39.66 to 60.49. In this case, the writer concludes that teaching and learning through games have positive effect to increase students' comprehension and their ability in this case in constructing passive voice on simple past tense than without using games.

From the post test results, it could be seen that students were able to answer the questions of instrument more than in the pretest, although some of them still made mistakes. For instance, in using past participle: *builded* for *built*, *stealed* for *stolen*, *paided* for *paid*, and *flewed* for *flown*. In using to be (*was/were*), some of students also still made mistakes, for example: *They was surprised by his coming in festival two days ago*; *Every student were expected finishing the test*. In changing the active voice into passive form, the writer found that some of students were difficult to find the object of active sentence especially for the sentences that have two objects. For instance: *The company paid Fred three hundred dollars in consulting fees* (active voice) became: *three hundred dollars were paid Fred in consulting fees by the company*. In sum, students of both class still need more treatments in order to strengthen their understanding in passive voice on simple past tense.

Finally, based on the data analysis it could be concluded that there is positif effect of using games in teaching passive voice on simple past tense and there was significant difference of

students' ability in understanding and constructing passive voice on simple past tense taught using and without using games at eleventh grade students of science program in SMA Negeri 01 Nabire.

### CONCLUSIONS

Based on the data analysis and research findings, the writer concludes that: 1) There is positive effect of using games in teaching passive voice on simple past tense. It is proved by progress of the mean value of experimental group (using games). The score's mean of experimental groups increased from 37.99 to 75.16 while the score's mean for the control group only moved from 39.66 to 60.49. In this case, the writer concludes that teaching and learning through games have positive effect to increase students' comprehension and their ability in constructing passive voice in simple past tense than without using games. 2) There is a significant difference on students' ability in understanding and constructing passive voice on simple past tense of those taught through games and those who taught without using games at SMA Negeri 01 Nabire. It could be seen that tvalue was higher than ttable, where  $4.48 > 2.021$  at level 05.

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