



THE IMPLEMENTATION OF PBX (PASSIVE BOX) IN TEACHING PASSIVE VOICE

True-Experimental Study of Eleventh Grade Students of
SMA N 1 Kudus in the Academic Year 2016/2017

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Abstract

According to the English teachers of SMAN 1 Kudus especially those who teach the eleventh graders, learning passive voice becomes hard for students when they need to transform the active into passive voice because they are stuck in the formula of passive voice in different tenses. This study aims to find out the significant difference between the group who learns using PBX (Passive Box) and that who learns without using PBX (Passive Box). This study uses true-experimental design. The experimental group is asked to learn passive voice uses video and PBX (Passive Box) while the control group only uses video. To know the result of the study, the gathered data in post-test are computed using Independent Sample t-test in SPSS where the result can be seen from the Levene's Test. The result shows that PBX (Passive Box) is effective for students to learn passive voice. Therefore, PBX (Passive Box) can be used as an additional medium in learning passive voice for Senior High School students.

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INTRODUCTION

Grammar is one of the language components that is important to be taught to the students if they want to communicate in English well. Having knowledge of grammar, they can arrange sentences correctly so that people can understand what they mean. In other words, their sentences should be grammatically correct. The main purpose of teaching English grammar is to provide the students with the basic knowledge of constructing group of words that can be identified into subject and predicate and it has a complete meaning.

The passive voice is an important grammatical structure that appears in every form of written and spoken English. Knowledge of this construction is vital for reading and writing English in everyday life.

According to Hornby (2010: 1663), voice is the form of a verb that shows whether the subject of a sentence performs the action (the active voice) or is affected by it (the passive voice). If the subject of a sentence performs the action of the verb, the verb is said to be in the "active voice"; for example: I stopped, I bathed. On the other hand, if the subject is acted upon by the verb, the verb is said to be in the "passive voice." There are two ways of casting a verb in the passive in English so as to cause the subject to be acted upon its verb: The first and foremost way is using a form of the verb to be and the "past participle" of the lexical verb: the window was broken (Palmer, 1980:190).

In this study, the passive voice formula is summarized in a table. A table means arranging data in rows and columns. Tables can be used to summarize experiments, describe the inclusion criteria, give background information, and present results (Durbin, 2004:1235). Choosing table as the media to convert passive formula into passive box is one way to make it easier for students to understand passive form.

Many students still have difficulties in learning the passive voice. As said by Parrot (2004:294), "Learner may fail to recognize a passive construction, thinking that the subject of a sentence is the agent when it is not, auxiliary verb (e.g. was), and distinguishing the past tense form and the past participle are the same e.g. attacked (but not bit/bitten)."

According to English teacher of eleventh graders at the SMA N 1 Kudus, the problems faced by the students in learning passive voice are those: first, they find it difficult to identify the form of passive voice; second, they find it difficult to find the form of verbs; and they find it difficult to change active voice into passive voice. Passive voice in English has be + past participle (regular and irregular verbs), while their first language does not have such rules. Thus, choosing Passive Box as an additional media in teaching passive voice makes the students easier in applying the formula of passive voice whether changing active into passive voice or passive into active voice.

In this study, I would like to describe the passive voice mastery of SMA N 1 Kudus students, the implementation of PBX (Passive Box) in teaching passive voice at the eleventh grade students of SMA N 1 Kudus in the academic year 2016/2017, and to describe the students' score of passive voice material reacting to the implementation of PBX (Passive Box).

METHODOLOGY OF THE RESEARCH

The design of this study is *true-experimental* because it provides completely adequate controls for all sources of internal invalidity. It represents no compromise between

experimental design requirements and the nature and reality of the situation in which a study is undertaken (Saleh, 2012:128). Here, I used *post-test only* control group design. According to Saleh, it is the potentially most useful true design.

In this study, a test is chosen as the instrument. Test is defined as a series of questions or exercises use to measure skill, knowledge, intelligence, ability, and attitude of an individual or a group (Arikunto, 2006:223). The instrument which is used in this study is objective test. An objective test item is one for which there is a specific correct response. It is in form of short-answer items. There are two parts which is used in the instrument, they are: completion item and modifying active sentence into passive form.

The completion item is used to check whether students are able to use passive voice in a sentence or not. The instruction which is given in this part is "Make passive voice by using the word in the bracket. The tense of the passive voice is the same as the tense of the word in the bracket." While 'modifying sentence' is used to check the students' mastery in changing active sentence into passive sentence. The instruction which is given in this part is "Change the underlined sentence/phrase into passive voice." Collecting data method is the way that can be used by the researcher to collect the data. I used the objective test items since it is easy to score and administer. In scoring the objective test, each correct answer is counted one point. Moreover, the data are collected through observation and test. Here are some methods to find the significance of the test between experimental and control group.

Try out Test

Trying out the test is necessary since the result can be used to measure the validity, the reliability of the test, and it can be carried out in either a small scale or a large one (Arikunto, 2006: 223). The try out test is used to find out whether or not the instrument is proper enough to be tested in the real test. There are 35 test items in try out test.

After conducting the try out, the data are analyzed to find out the validity and reliability. The test which is invalid and not reliable is not used. To calculate the validity of each item, I used *Pearson Product Moment Correlation* which is applied in SPSS. Where in *Pearson* the correlation is significant at the 0.01 level (2-tailed) (Uyanto, 2009: 222-226). Moreover, to measure the reliability test, I used Cronbach formula which is applied in SPSS. Where the reliability coefficient is 0.7, so the test is said reliable if the Cronbach alpha is more than 0.7 (Uyanto, 2009: 286-289).

According to Arikunto (2006: 210), the item difficulty of the test is classified into 3 levels; difficult, medium, and easy. If the test and an item measure the same ability or competence, we will expect that those who have a high overall test score will have a high probability of answering the item correctly. Thus, a good item should discriminate between those who score high on the test and those who score low on the test.

Treatment

Control group is taught passive voice using video while experimental group is taught using video and PBX (Passive Box).

Post-test

A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, (2008:301)). Thus, the post-test is given after the students get the treatment. *Post-test only* uses some item questions of try out test which are valid and reliable.

RESULT AND DISCUSSION

In this research, I used *Pearson Product Moment Correlation* which is applied in SPSS to calculate item validity. From 35 test items, I found 21 test items which are valid and take 20 of 21 of those items for control and experimental groups' test items. After finding of the item validity, I check the reliability of those items by using SPSS. From the output of SPSS, I found that the reliability coefficient in *Cronbach's alpha* column is 0.733 whereas the test is said reliable if the *Cronbach alpha* is more than 0.7 (Uyanto : 2009). Therefore, the test which was used for control and experimental groups was reliable. In addition, for degree of item difficulty, I found that the test items that I used contain easy, medium and difficult items. Moreover, the test items contain the result of the discrimination powers as easy, good, moderate, excellent, difficult and worst.

After getting the treatment, the students were given posttest. The activity of the test was conducted on January 9 and 11, 2017. It was attended by 73 students where 36 students of control group and 37 students of experimental group. In this activity the students had to do the same test with 20 items. Here is a chart showing the score of experimental and control group.

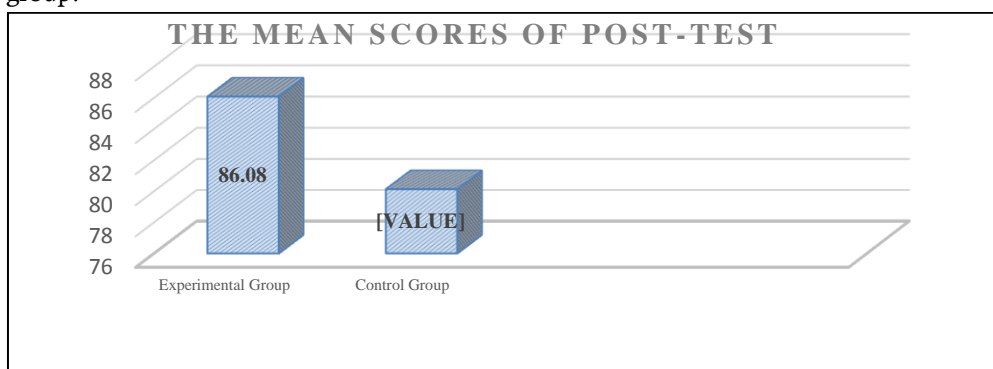


Diagram 3.1 The Post-test Result of Experimental and Control Groups

According to the English teacher of SMAN 1 Kudus especially who teaches the eleventh graders, the students when learn passive voice usually get difficulties in transforming the tenses. Moreover, when they know the form/tense which is used in the sentence, they often open their notes because they still get confused with the formula. Therefore, the implementation of PBX in teaching passive voice is really helpful which can be seen from the reaction of control group when they face passive voice exercises that they often ask about the formula than the experimental group. It also can be said that teaching passive voice uses PBX makes learning process more effective because the students can use their logic to memorize the passive voice formula, and they do not spend much their time to recall the formula by seeing their notes.

The different form of *be* in all tenses make me aware of how important that the students are able to memorize all the “be” form and applied them in a sentence correctly. That is the reason why I use PBX (Passive Box) where the passive voice formula is summarized in a table. In addition, using a table can make the students gain the information fast and easily. To check whether *PBX (Passive Box)* can be used as a medium in learning passive voice or not, I bring this case to an experimental study. In this study, there are two groups: 37 students in the experimental group and 36 students in the control group. Both of them learn passive voice

through video but only the experimental group get *PBX (Passive Box)* concept after watching the video. Both of these groups also get the same exercises and the same post-test item.

Based on the observation, the students in the experimental group feel that *PBX* really helps them in constructing the active sentence into passive voice sentence. They can think the passive form fast and understand how to apply the content in *PBX* easily. One of the students in experimental group says that *PBX* is really helpful when they get confused in changing the form of *be* in a sentence without changing the tenses. Meanwhile, the students in control group get difficulty whenever they get *modal (such as will)* and *be* which have to be transformed in passive voice. They are confused of how to change the form of *be* whether it is still *be* or in form of *is, am, are, was, and were*. Instead of seeing this phenomenon, I also did an *Independent Sample t-test* to know whether the difference score between the two groups is significant or not.

		Levene's Test for Equality of Variances					t-test for Equality of Means		95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.452	.232	-3.143	71	.002	-5.94219	1.89069	-9.71212	-2.17226
	Equal variances not assumed			-3.126	60.837	.003	-5.94219	1.90078	-9.74324	-2.14115

Table 3.1 Independent Samples Test

In addition, the *Independent Sample t-test* shows that the difference between the experimental group and control group is significant which can be seen from the Levene's test more than 0.05 and the *p-value* less than 0.05. Therefore, the students who learn using *PBX (Passive Box)* master passive voice better than the students who learn without *PBX (Passive Box)*.

CONCLUSIONS

1. Some problems faced by the students when converting an active sentence into a passive are:
 - a. The different form of *be* in different tenses,
 - b. The difference of object and adverb,
 - c. The difference of present perfect and past tense.
2. *PBX (Passive Box)* can improve students' understanding in learning passive voice. In fact, using *PBX (Passive Box)* can help the students to recognize the different form of *be* in passive voice because the difference of *be* form is

summarized in a table. The students also get easier when they have to change the verb because using PBX (Passive Box) teaches the students that all of the verbs which are needed in passive voice after *be* is past participle (V3). The significant difference that PBX (Passive Box) really helps the students in learning passive voice can be seen from the post-test result.

3. The result of the study shows that after the treatment there is a significant difference of students' achievement in learning passive voice using *PBX (Passive Box)* and students who only learn by using video. This is shown from the significant difference between the two means (experimental and control groups). Mean of the post-test of the experimental group is 86.08 while the control group get 80.14. It shows that there is a significant difference between the two means where the mean of experimental group is higher than the mean of control group. This difference which can be seen vividly seems inappropriate if only a judgment, so it needs to be tested using statistical analysis which in this study I use SPSS. In SPSS, I use *Independent Sample t-test. Levene's Test for Equality of Variances of Sig.* whether in *assumed* and *not assumed* is more than 0.05 which is meant that the *equal variances assumed is fulfilled*. Because of the *Levene's Test* result shows that the assumption of two variances are the same is fulfilled. Therefore, I move on to *p-value (2-tailed)* which is 0.002 where it is less than 0.05 which is meant that the difference between two variables are significant. It can be concluded that there is a significant difference between experimental and control groups. In short, implementing *PBX (Passive Box)* in teaching passive voice gives more effective result than only using video.
4. Teaching passive voice by implementing PBX (Passive Box) to the eleventh year students of SMAN 1 Kudus gives some contributions. The contributions of PBX (Passive Box) are as follows.
 - a. PBX (Passive Box) guides the students with more attention and understanding in doing passive voice exercises.
 - b. PBX (Passive Box) helps the students to memorize how to convert kind of tenses with different *be* form into passive voice.
 - c. PBX (Passive Box) teaches the students how useful of using table in summarizing all of the passive voice formula.

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