



Developing Students' Understanding In Learning Passive Voice Trough Cooperative Learning

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ABSTRACT

The purpose of this study is to see if cooperative learning improves students' grasp of passive voice in the first semester of accounting at Universitas Pamulang. This research is classified as Classroom Action Research (CAR), and it is used to discover and fix a problem related to students' comprehension of passive voice. The writer uses Hopkin's design in this Classroom Action Research. Meanwhile, the information gathered through the interview, questionnaire, observation, and test is being analyzed (pretest and posttest). Based on the outcomes of the study, it can be concluded that the use of cooperative learning in the teaching of passive voice is successful since the success criteria have been satisfied. The results of the posttest 2 reveal that 93.33 percent of the students, received a score of 70 or above. Furthermore, the results of the interview, observation, and questionnaire show a remarkable improvement. In conclusion, the results of the interview, observation, and questionnaire revealed that students' passive voice learning improved significantly after the cooperative learning approach was implemented in the teaching learning process.

Keywords: *Students' Understanding; Passive Voice; Cooperative Learning*

INTRODUCTION

Every person who speaks a language is familiar with its grammar. Linguists strive to explain a language when they wish to characterize it, according to (Otheguy and Reid, 2015). One of the most crucial parts of English teaching and learning is grammar. Because grammar is at the heart of learning English, every learner should be able to grasp it. Students cannot use English effectively until they master grammar. Moreover, EFL/ESL students should learn many types of grammar rules. One of the themes of grammar is the passive voice sentence, which is one of the topics discussed in the TOEFL structure. The first-semester students of accounting department learn passive voice as one of the themes discussed on the module. In addition, under normal circumstances, most students are confused about changing the active voice to the passive voice, because in the passive voice, the object of the active verb becomes the subject of the passive verb (Azar, 2008). The passive voice is often difficult to understand because its rules and formulas are different from the active voice. They are so confused that sometimes they make a lot of mistakes when placing objects and subjects.

One of the important aspects of learning a foreign language is the teaching method. Teaching methods can help teachers solve students' learning problems. The sorts of ideas and procedures utilized in teaching are best classified as teaching approaches. Depending on the knowledge or skills that the instructor is attempting to transmit, there are a variety of teaching approaches. Teachers must use a suitable strategy to deliver excellent instruction. When it comes to teaching styles, teachers have a lot of options. Teachers can create their own lesson plans, borrow them from other teachers, or look for them online or in books. Teachers must evaluate students' previous knowledge, environment, and learning goals while determining which teaching style to use.

As (Dinsmore & Wenger, 2006) stated, collaborative learning technology aims to increase the number of understandable inputs and encourage motivation and self-confidence through social interaction between non-native speakers of the same age. Only by increasing the interaction between students can a greater sense of community be encouraged in language classes; the learning community needs to participate in joint activities and discussions, help each other, and share information.

The implementation of cooperative action research is to improve the traditional methods that local English teachers are using, and become an innovative method to promote

the learning process, so that the goals of English learning can achieve the expected learning goals. English is taught as a foreign language to foreign learners in order to acquire the knowledge and skills of the language itself. The results of the research have determined good methods and effective strategies for English grammar teaching in the active and passive voices. In response to the above statement, the author would like to adopt an item entitled "Developing students' understanding of passive voice through cooperative learning".

Most of the research regarding grammar, especially passive voice address to the primary and secondary students (Baratta, 2009) ; (Johnson-Laird, 1968). Meanwhile, research focused on the teaching passive voice to higher students of non-English department is relatively scarce. Therefore, this study will fill in the gap by developing students' understanding on passive voice through collaborative learning (CL) method, the writer formulates the problem as follows: "Can cooperative learning method develop students' understanding in learning passive voice?" In addition, "How does cooperative learning method develop students' understanding in learning passive voice?"

The Understanding of Passive Voice

In sentence structure, passive voice is the polar opposite of active voice; in passive voice, the object of an active verb becomes the subject of the passive verb (Azhar, 2002) in other words, the object of the active phrase becomes the subject of the passive sentence. Both have various understandings and functions, as well as rules that are used differently. In the instance of this study, only passive voice will be discussed rather than one. There are three ways to form passive voice: (1) the active sentence's object is moved into the passive sentence's subject position, (2) the active sentence's object is moved into the passive sentence's subject position, and (3) the active sentence's object is moved into the passive sentence's subject position (Cowan, 2008).

Active voice "I eat the rice"

Changed into passive voice:

"The rice is eaten by me"

When a verb conveys an action taken by its subject, it is said to be in the active voice. When the action expressed by a verb is performed on its subject, it is said to be in the passive voice. The active sentence's object has become the passive sentence's subject. Only the prepositional phrase expresses the topic of the active sentence in the passive sentence. In

fact, it might be deleted entirely from the passive statement. In a passive sentence, the verb is usually a verb phrase that comprises a form of the verb be and the main verb's past participle. If there are any other helpful verbs in the active sentence, they must be included in the passive phrase as well (Warriner, 1982).

ACTIVE: Diana wrote a novel

PASSIVE: a novel was written by Diana

ACTIVE: My friend has made a cake for dinner

PASSIVE: A cake has been made by my friend for dinner

Diana and My Friend are the subjects in the preceding phrase who conduct the action that is written and created. If the active statement above is transformed to the passive voice, the result will be different. Diana and My Friend, as the subject of the active phrase, will become the object of the action, or in other words, the action it represents, which is written and produced, will be executed on its subject, Diana and My Friend. Here are some examples of active and passive sentences in various tenses:

Simple Present Tense

Active: Jason explains the lesson

Passive: The lesson is explained by Jason

Present Progressive

Active: Jason is explaining the lesson

Passive: The lesson is being explained by Jason

Present Perfect

Active: Jason has explained the lesson

Passive: The lesson has been explained by Jason

Past Progressive

Active: Jason was explaining the lesson

Passive: The lesson was being explained by Jason

Past Perfect

Active: Jason had explained the lesson

Passive: The lesson had been explained by Jason

Future

Will

Active: Jason will explain the lesson

Passive: The lesson will be explained by Jason

“Be going to”

Active: Jason is going to explain the lesson

Passive: The lesson is going to be explained by Jason

Future Perfect

Active: Jason will have explained the lesson

Passive: The lesson will have been explained by Jason

Only transitive verbs are not possible to change into passive voice such as happen, sleep, come, and seem (intransitive verbs).

Example:

Active: An accident happened.

Passive: (none)

Every sentence should have a subject and a verb. According to the reasoning above, a sentence with no object, also known as intransitive, cannot be converted into passive voice. This happens because the subject of a passive sentence is generated from the active sentence's object. "Only transitive verbs are used in the passive," argues Azar. Intransitive verbs aren't allowed to be used in the passive" (Azar, 2008).

Collaborative Learning

Cooperative learning is an important component of Collaborative Strategy, according to (Klingner et al., 2000) ; (Johnson & Johnson, 1999). Reading was created with four cooperative learning core features in mind:

1. Positive interdependence: Each member of the CSR group is appreciated and required for the group to function well. As students learn to "sink or swim" together, this positive dependency is at the heart of cooperative learning.

2. Promoting Interaction: As tactics are applied and instructor feedback is offered, CSR groups enhance interaction.

3. Individual accountability: CSR groups are held personally responsible, must generate their own work, and must engage in conversations.

4. Interaction in CSR groups as students work together to study develops social skills. Teachers encourage this growth by emphasizing the importance of sharing, listening intently, providing feedback, and asking clarifying questions.

(Berkeley, 2010) define collaborative learning (CL) by emphasizing the fact that collaboration is cooperation with each other. In practice, collaborative learning has meant that students work in pairs or groups to achieve common learning goals. It is to learn in a group setting, not through individual work. There are other terms for these activities include cooperative learning, team learning, group learning, and peer-assisted learning, all of which relate to learning activities that are especially developed and carried out for pairings or small interactive groups.

When done in groups, processing aids in the clarification and improvement of the participants' contributions to the collaborative learning activities. According to (Johnson et al., 1989), there are four phases to redesigning lessons such that students may work together on them:

- 1) Task your existing lessons, curriculum, and sources and arrange them cooperatively.
- 2) Create cooperative learning lessons that are tailored to your own teaching requirements, circumstances, curriculum, topic areas, and students.
- 3) Determine why certain students are having difficulty working together and act to improve the efficacy of learning groups.

METHOD

Classroom Action Research (CAR) was the research approach employed in this study. CAR is a disciplinary method of inquiry undertaken by and for people conducting the action (Sagor, 2000). The researcher or the teacher/lecturer must create an alternate technique to increase students' comprehension in Classroom Action Research (CAR). The subject of this study is the first semester of accounting students of Universitas Pamulang, academic year 2019/2020 which consists of thirty (30) students.

Hopkins designed the Classroom Action Research (CAR) approach employed in this study. It is divided into two cycles, each with four phases: planning, acting, observing, and reflecting.

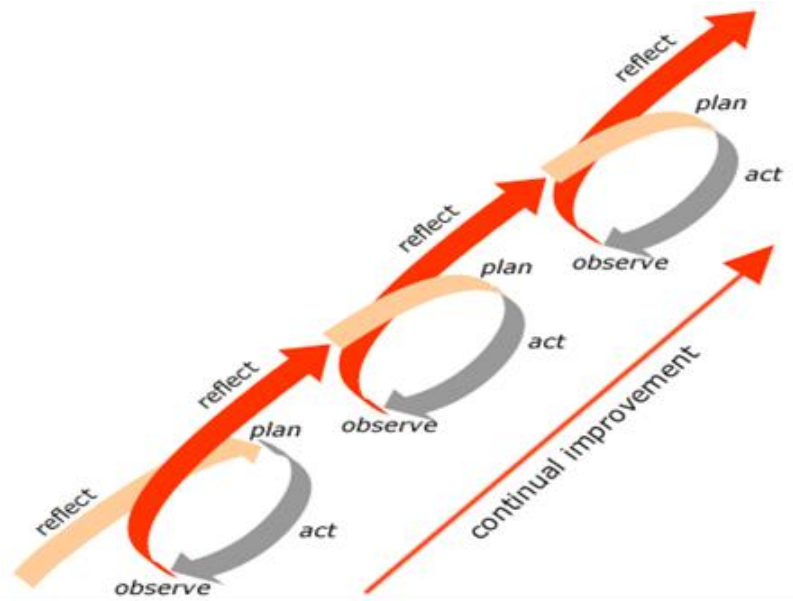


Figure 1. Hopkins' Action Research Design

A. Pre-research tasks include:

- a. Preparing the research instrument
- b. Interviewing the teacher to learn about the study condition.
- c. Giving the students a pre-test
- d. Giving the students pre-questionnaire

B. Cycle I

1. Planning
2. Acting
3. Observing
4. Reflecting

C. Cycle II

1. Planning
2. Acting
3. Observing
4. Reflecting

Data were collected by using both qualitative (experience-based) and quantitative data (number-based). The qualitative data includes observations of physical activity in the classroom and an interview with the instructor to be given to the teacher. Quantitative data, on the other hand, employs pre- and post-testing (Arikunto, 2009). The following is the explanation:

a. Observation

In the beginning, the author employs unstructured or open observation to learn about the events that occur during the learning process.

b. Interview

After completing Classroom Action Research (CAR), the interview will be conducted to determine the lecturer's reaction to the concept of cooperative learning method.

c. Test

Pre-test and post-test tests were employed in this investigation. Before adopting the cooperative learning approach, a pre-test is conducted. In the meantime, the post-test is carried out utilizing the cooperative learning approach.

d. Questionnaire

After and before CAR, a questionnaire was employed. It is to learn the students' reactions to the activity as a subject of study.

FINDINGS AND DISCUSSION

Before Implementing the Action

a. The Result of Pre-Interview

Pre interview was conducted on 2nd March 2020 through Google meet. The writer addressed the teacher several questions about the teaching learning process of the passive voice present continuous tense. The questions were separated into three groups. These were the overall settings in English class, with a focus on students' performance and accomplishment, as well as the challenges students had in comprehending passive voice and the solution they used to overcome those obstacles.

b. The Result of Pre-Research

Pre research was conducted to know the process of teaching learning passive voice before implementing collaborative learning method. It was conducted at the

first-semester of accounting students of Universitas Pamulang. The class consists of thirty (30) students. In general, passive voice was used to teach deductively, and the teaching-learning process appeared to be dull. The teacher composed several passive voice sentences. She then went on to explain the sentence's formula as well as its function. The students were then instructed to write the sentences in their books. Following that, they were required to construct a phrase utilizing passive voice.

c. The Result of Pre-Questionnaire

Before conducting CAR, the questionnaire was used to find out how students' views about the teaching-learning process. The pre-questionnaire was distributed via Google Form on Monday, May 4th, 2020, and it consists of ten (15) statements. The questioner covers three categories: students' responses in learning grammar (questions 1–6), students' understanding of passive voice (questions 7–12), and students' activity in the teaching learning process (question number 13- 15).

d. The Result of Pre test

The pre-test was held on 4th May 2020. There were 15 multiple-choice questions and 5 essay questions in total. The test took the students 20 minutes to complete. The students' pretest scores are listed in the table below:

Table 1. The Result of Pretest

Students' Number	Pretest
1.	60
2.	60
3.	60
4.	60
5.	50
6.	60
7.	40
8.	40
9.	40
10.	40
11.	70
12.	45
13.	45
14.	65
15.	65
16.	80*
17.	60
18.	45
19.	65
20.	65
21.	50
22.	60
23.	75*
24.	80*
25.	50
26.	45
27.	55
28.	65
29.	60
30.	60
Mean: $\bar{x} = \frac{\sum x}{n}$	49.33

Based on the pre-test data above, there were only 3 students got score above seventy. The other 27 participants, on the other hand, were unable to reach seventy. The pretest result has a mean of 49.33. The highest score of pretest was 80 and the lowest score was 40. From the data description above, it can be concluded that most of the students in the first semester needed an improvement to understand passive voice. This is why, the writer prepares the material of passive voice in order to teach through Collaborative Learning method as a new strategy.

After Implementing the Action Research

There were three components to the data description when the action was completed. The outcomes of the post-interview, post-questionnaire, and post-test were all positive.

a. The Result of Post-Interview

The post-interview was conducted on Friday, 29th May 2020. The purpose of the post-interview was to acquire the teacher's thoughts on the use of collaborative learning in increasing students' comprehension of passive voice. In overall, the teacher stated that the class was in better shape during CAR than it had been previously. The activities of the students during CAR demonstrated this. Almost all of the students in the class appear to be extremely pleased and engaged during the teaching learning process, and the students appear to have a better understanding of the content than previously. Furthermore, students who comprehended the subject performed better, as seen by the results of post-test 2, which showed that more than 90% of students increased their scores.

b. The Result of Post Questionnaire.

The post questionnaire was distributed on Friday, 29th May 2020, and the questionnaire consists of fifteen (15) questions. The purpose of the survey was to explore what students thought about the use of collaborative learning in enhancing students' grasp of passive voice. The questioner includes three categories: students' responses in the teaching learning process (questions 1–4), students' knowledge of passive voice (questions 5-8), and the efficacy of the CL technique in the teaching learning process (question number 9- 15). According to the statistics gathered, the majority of pupils responded positively to the activity. Furthermore, the results revealed improvements when compared to the pre-CAR questionnaire.

c. The Result of Post Test.

The following table illustrated the data on students' achievement' score of pre-test, post-test 1, and post-test 2.

Table 2. presents the result of students' mean scores of Post-test (after the implementation teaching passive voice through collaborative learning method).

Table 2. The Result of Posttest

Students' Number	Pretest	Cycle 1 Post Test	Cycle 2 Post Test
1.	60	70	80*
2.	60	70	90*
3.	60	75*	95*
4.	60	80*	90*
5.	50	50	70
6.	60	65	95*
7.	40	70	90*
8.	40	45	60
9.	40	45	85*
10.	40	50	75*
11.	70	65	75*
12.	45	65	90*
13.	45	40	75*
14.	65	70	85*
15.	65	70	95*
16.	80*	85*	100*
17.	60	80*	100*
18.	45	75*	95*
19.	65	70	75*
20.	65	80*	100*
21.	50	75*	85*
22.	60	60	90*
23.	75*	75*	80*
24.	80*	85*	100*
25.	50	60	75*
26.	45	45	60
27.	55	60	80*
28.	65	80*	95*
29.	60	75*	95*
30.	60	85*	100*
Mean: $\bar{X} = \frac{\sum x}{n}$	49.33	67.33	86.00

Based on the result of the post-test, all the students made improvement compared to pre-test. It can be seen from the post-test result is 86, 00. Based on result of the both tests showed that the mean score pretest 49.33, posttest in cycle 1 67.33 and of post – test in cycle 2 86.00 which is improved significantly. It could be concluded that using collaborative method in teaching passive voice is very helpful strategy for the foreign language learners. In the pretest, the students' mean score on passive voice present continuous tense test before carrying out CAR is 49.33. It meant the class percentages is still low. In other words, from the 30 students, there were only 3 students who got score above 70 and the other 27 students were out of target.

The students' mean post-test 1 score is 67.33. It showed the students' scores improve by 18 percent from the pretest (67.33– 49.33). Although the results improved, it was still needed improvement in order to meet the success CAR goal of 70% of the class achieving a score of 70 or above. The students' mean posttest 2 score is 86.00 in the second cycle. It was shown that the improvement from the posttest 1 (86.00 – 67.33) or 18.67 percent improvement in the score percentage from the pretest or 18 percent improvement in the students' improvement from the posttest 1 (86.00 – 67.33) or 18.67 percent improvement in the score percentage from the pretest or 18 percent improvement in the students' improvement from the posttest 1. Based on the description above, the CAR posttest 2 was deemed successful. It was indicated by a number of students who received minimum score of more than 70%, indicating that it had already met the criterion of success.

CONCLUSION

Based on data analysis and discussion, it can be concluded that the Collaborative learning method can be considered as the useful strategy of learning passive voice. Further, the CL method can be used to teach passive voice because the mean score of pretest before the using CL was 49.33 and the means score of posttest after the using CL to teach passive voice was 86.00 got increased. Further, the data showed that there are some significance differences between pre-test and post-test scores or before and after the using collaborative learning method. Furthermore, the results of the interview, observation, and questionnaire show a remarkable improvement. In conclusion, the results of the interview, observation, and questionnaire revealed that students' passive voice learning developed significantly after the cooperative learning approach was implemented in the teaching learning process

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