TEACHING THE PASSIVE VOICE OF THE PRESENT PERFECT TENSE BY USING INTERACTIVE LEARNING AT EVEN SEMESTER OF TENTH GRADE STUDENTS AT SMA PGRI 56 CIPUTAT

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teachers Training in Partial Fulfillment of the Requirements for the Degree of S. Pd. in English Language Education

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The examination committee of the Faculty of Tarbiyah certifies that the ‘Skripsi’ (scientific paper) entitled ‘Teaching the Passive Voice of the Present Perfect Tense by Using Interactive Learning at Even Semester of Tenth Grade Students at SMA PGRI 56 Ciputat’ written by Eva Yuni Rahmawati, students’ registration number: 104015000375, was examined by the committee on Wednesday, December 2nd 2009, and was declared to have passed and, therefore, fulfilled one of the requirements for academic title of ‘SPD’ in English language education at the Department of English Education.

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Presented to the Faculty of Tarbiyah and Teachers Training
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for the Degree of Strata I (S1)

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ABSTRACT

Rahmawati, Eva Yuni, 2009, Teaching the Passive Voice of the Present Perfect Tense by Using Interactive Learning at Tenth Grade Students of SMA PGRI 56 Ciputat, Skripsi, Department of English Education, The Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.
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Key Words: Interactive Learning, SMA PGRI

This study is aimed at describing the objective condition of using interactive learning in teaching the passive voice of the present perfect tense at even semester of tenth grade students at SMA PGRI 56 Ciputat. It includes the teaching preparation made by the English Teacher, the Implementation of teaching the passive voice of the present perfect tense by using interactive learning, and the students’ improvement in learning the passive voice of the present perfect tense by using interactive learning.

This study is categorized as descriptive evaluative; because it is intended to describe the objective condition about the implementation of teaching the passive voice of the present perfect tense by using interactive learning at even semester of tenth grade students of SMA PGRI 56 Ciputat. Besides, this study is also called evaluative, because it tries to evaluate as objectively as about the use of interactive learning in that school. This study is included in qualitative research, because the researcher used some numerical data which is analyzed statistically. The subject of this study is an English teacher which was supplemented with 60 students which randomly from three classes of tenth grade. The techniques used in collecting the data are observation, documentation, questionnaires and test.

The findings of this study are (1) the implementation of using interactive learning in teaching the passive voice of the present perfect tense has been applied well, (2) the average of students’ score before using interactive learning in learning the passive voice of the present perfect tense is 50 or it can be categorized as “bad”. Meanwhile, the average of students’ score after learning the passive voice of the present perfect tense by using interactive learning is 70,2 or it can be classified as “more than enough”.

Based on the findings above, it is suggested that (1) the teachers should pay attention not only on the students’ worksheet (LKS) as the primary text book in teaching learning activity, but she also must have another source, in order to improve it. In addition the English teacher should focus not only to the material but also the classroom’ condition during teaching-learning activities conducted, (2) to improve the students’ understanding, the English teacher should be more creative in using various techniques in the classroom activity.
ABSTRAK

Pembimbing: Dra. Hidayati, M. Pd.

Kata Kunci: Belajar aktif, SMA PGRI

Penelitian ini ditujukan untuk menggambarkan kondisi yang objektif dalam penggunaan interactive learning dalam pengajaran the passive voice of the present perfect tense pada siswa kelas sepuluh SMA PGRI 56 Ciputat. Hal ini mencakup persiapan mengajar yang dibuat oleh guru, penerapan interactive learning dalam mengajarkan the passive voice of the present perfect tense, dan perolehan hasil belajar siswa dalam pembelajaran the passive voice of present perfect tense melalu interactive learning.

Penelitian ini dikategorikan sebagai penelitian descriptive evaluative karena dalam penelitian ini mendeskripsikan kondisi yang obyektif tentang penerapan belajar aktif dalam mengajar passive voice of the present perfect tense pada semester genap, di kelas sepuluh SMA PGRI 56 Ciputat. Disamping itu, penelitian ini disebut evaluatif, karena mengevaluasi penerapan belajar aktif di sekolah ini. Penelitian ini termasuk dalam kategori penelitian kuantitatif, karena peneliti menggunakan data berupa angka yang dihitung secara statistik. Subjek dari penelitian ini adalah guru bahasa Inggris dan siswa kelas sepuluh sebanyak 60 siswa yang diambil secara acak dari tiga kelas. Teknik yang digunakan dalam pengumpulan data yaitu dengan menggunakan observasi, dokumentasi, angket, dan tes.

Hasil yang diperoleh dari penelitian ini membuktikan bahwa (1) penerapan pengajaran the passive voice of the present perfect tense dengan menggunakan belajar aktif sudah berlangsung dengan baik, (2) nilai rata-rata siswa sebelum penerapan belajar aktif adalah 50 atau bisa kategorikan "standar rendah", sedangkan nilai rata-rata siswa setelah mempelajari the passive voice of the present perfect tense melalui belajar aktif learning adalah 70,2 atau bisa dikategorikan ke dalam “standar lebih dari cukup”.

Berdasarkan hasil penelitian, dapat disarankan bahwa (1) guru Bahasa Inggris seharusnya tidak menjadikan LKS (Lembar Kerja Siswa) sebagai satu-satunya buku pelajaran yang digunakan dalam proses belajar mengajar, tetapi harus menggunakan buku-buku referensi lainnya, dengan tujuan dapat menambah pengetahuan siswa. Di samping itu, guru bahasa Inggris seharusnya memperhatikan kondisi kelas selama proses belajar mengajar berlangsung, (2) untuk meningkatkan pemahaman siswa, guru Bahasa Inggris seharusnya lebih kreatif dalam menggunakan berbagai teknik pengajaran di kelas.
ACKNOWLEDGMENT

In the name of Allah, the Beneficent, the Merciful.

All praises be to Allah Lord of the world who has bestowed upon the writer in completing this “skripsi”. Peace and blessing be upon to our final prophet in the world Muhammad SAW, the perfect man and the best leader in the world, his family, relatives, and all followers.

First of all, the writer would like to express her greatest love and honor to her beloved family: her parents (her father Ramono and her mother Rodiyah) for their examples of strength and faith, with heartfelt gratitude for their love, care and prayer. Her beloved brother and sisters for their love, attention and kindness, and all families who always give their love, support, motivation and moral encouragement to finish her study.

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_May Allah, the Almighty bless them all, amen._

The Writer
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CHAPTER I
INTRODUCTION

This chapter presents and discusses the background of the study, the formulation of the problems, the objective of the study, the research hypothesis, the significance of the study, the scope and limitation of the study, and operational definitions.

A. Background of the Study

Nowadays, English has become an international language that holds an important role in the world life. It's used as a means of communication among people from another country. It plays an important role in the people's life, either in written or oral forms, such as books, journals, newspapers, televisions, radios, and internet. It can help us to face global life where the competition of job marketing is very strict so we are demanded to use it as a communication tool. For those reasons, the Indonesian government has decided that English is the first foreign language that must to be taught from junior high school up to university level.

Even though the main objective English is to make the students able to read the textbooks written in English, but it couldn't be neglected that human always move forward along with the dynamic movement of globalization era. To balance their life with the movement, they need to interact with other people. One of the tools which is used to have an interaction among people is language.

English is taught at Senior High School involves four skills; listening, speaking, reading and writing. To support mastering the four language skills the learners obviously should have well understanding of English sub – skills, they are vocabulary, pronunciation, and grammar as a core of having structured English in communication and comprehension. Every sub – skill has particular function and, here, grammar is the study of how words and their component parts combine to form sentences. Grammar has wide scope and one of its units discusses about passive voice. Passive voice is generally introduced firstly in
Junior High School. It aims for the students to have various kinds of sentence while, for instance, they are learning an active sentence.

Usually the students still have the difficulties with the passive construction. The difficulties is in using ‘to be’ which as a main verb or auxiliary verb corresponded with the subject as its antecedence in a sentence, in determining the subject in a sentence either singular or plural, in constructing the past participle, and in determining the object of the active structural.

Therefore, it needs special attention when the students study this material. It requires an appropriate approach that will give the students opportunity to play an active role throughout the whole teaching learning process. To modify positively the situation of the classroom and to make the teaching learning process lively, the writer would like to propose an alternative approach rather than teacher centered approach like in the Grammar Translation Method, that is the one which common known under the term “interactive learning”.

Through interactive learning students are supposed to have communicative competence in using English. Interaction between teacher and students is an essential part of teaching learning process. Interactive learning is a process of teaching and learning activity that requires interactions, information sharing and negotiating of meaning among teacher-students and students-students. Usually it involves the exchange of ideas between students-students, of course to exchange the ideas they use the language, so it can be concluded that the function of language is for interaction and communication.

An interactive grammar exercise puts communication on a part with correctness, turning the study of grammar into a social activity. Therefore an interactive grammar exercise, stresses teaching of grammar through mutual participation, usually in small groups. Group work provides opportunities for student initiation for face-to-face, give and take, for practice in negotiation of meaning, and for extended conversational exchanges.

Therefore, it needs more teachers’ creativities in delivering the material. These are expected to make the subject material is easier to be understood by the students, and hopefully it will give a good feedback. Besides, the teacher has to
make the students comfortable to practice the material, it is expected to make the students understand and apply the material through practice with their friends in group. So they can expose their selves in learning the material without being scared to practice it.

In fact, teaching learning process in the classroom as long as I do research at tenth grade students of SMA PGRI 56 Ciputat is still passive. The students do not understand clearly about the passive construction, because it seems difficult to be mastered for its complexity of guideline and formula.

A chosen tense for passive voice here is present perfect tense. It aims the research study will not too broad. The present perfect tense has two principal meanings, first is to expresses the action of states described by the verbs began in the past and continues into present, right up to the moment of speaking. The second meaning of the present perfect tense is to express the actions or states described by the verbs were definitely completed in the past. Therefore, the students will easily find the examples from their nearest environment.

From the description that is mentioned above, there must be the quality of the interaction between the teacher and the learner and also between the learner and the task has a great deal of impact on the extent of learning. The teacher’s involvement with the grammar – focused activities and their ability to personalize teaching and to make activities engaging that often promotes successful learning.

Based on the reasons stated above, the writer takes a title of this “skripsi” “Teaching the Passive Voice of the Present Perfect Tense by Using Interactive Learning at Tenth Grade Students of SMA PGRI 56 Ciputat”. The writer hopes that interaction gives the meaningfulness for learners of any kind of classroom events.

B. Formulation of the Problems

In this section, the writer will analyze the use of interactive learning in teaching the passive voice of the present perfect tense at Tenth Grade Students of SMA PGRI 56 Ciputat. The general question of this research is “Does using
interactive learning affect the students’ ability in learning the passive voice of the present perfect tense?”

The main problem of this research can be formulated into specific problems as stated below:
1. How does the teacher apply interactive learning in teaching the passive voice of the present perfect tense in the classroom?
2. How well is the students’ improvement in learning the passive voice of the present perfect tense by using Interactive Learning?

C. Objectives of the Study
According to the statement of the problem above, the objectives of the study are as follows:
1. To describe and analyze how does the teacher apply interactive learning in teaching the passive voice of the present perfect tense in the classroom.
2. To describe and analyze the students’ average improvement after using interactive learning in learning the passive voice of the present perfect tense.

D. Hypothesis of the Research
The hypothesis states:
1. Alternative Hypothesis (H₁): There is significance difference between teaching the passive voice of the present perfect through interactive learning and teaching the passive voice of the present perfect tense without interactive learning for the students of the first year at SMA PGRI 56 Ciputat.
2. Null Hypothesis (H₀): There is no significance difference between teaching the passive voice of the present perfect through interactive learning and teaching the passive voice of the present perfect without interactive learning for the students of the first year at SMA PGRI 56 Ciputat.

E. Significances of the Study
The results of this study can provide useful information for three important groups of people, namely: (1) the writer, herself, (2) the English teachers of
Senior High School level, and (3) further researchers. They are described as follows:

1. The results of this study are expected to broaden up the writer’s knowledge concerning the use of interactive learning in teaching the passive voice of the present perfect tense and to provide useful information about the kinds of methodology of teaching grammar.

2. The results of this study are useful for the English teacher at senior high school level to get clearly information about teaching the passive voice of the present perfect tense by using interactive learning and how they are used in teaching-learning process. From this study, they can get available information that is useful to improve their teaching-learning process.

3. Finally, for further researchers who are interested in teaching the passive voice of the present perfect tense at senior high school level can get the basic information from this study to do further research.

Furthermore, the results of this study can bring positive impact in teaching-learning process at senior high school level.

F. Scope and Limitation of the Study

This “Skripsi” focuses on teaching the passive voice of the present perfect tense at tenth grades students of SMA PGRI 56 Ciputat at the second semester 2008/2009 academic year. To make a description of this “Skripsi” deeper, the problems will be limited in: (1) the implementation of using interactive learning in teaching the passive voice of the present perfect tense, (2) the students’ improvement in learning the passive voice of the present perfect tense through interactive learning.

G. Operational Definition

The following are given to make the readers have the same perception for some terms used in this study to avoid misunderstanding, so the key terms here need to be defined as follows:
• **Interactive Learning** is a process of teaching and learning activity that requires interactions, information sharing and negotiation of meaning among teacher-students and students-students.

• **SMA PGRI 56 Ciputat.** SMA is the acronym of Senior High School that refers to “Sekolah Menengah Atas”, under the private institutional “Persatuan Guru Republik Indonesia”, which is located in Ciputat. It’s also under the supervision of the National Education Department educational of Indonesia (“Departemen Pendidikan Nasional”).
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the writer tries to give clear description of theoretical framework which is covering of teaching the passive voice of the present perfect tense by using interactive learning at even semester at first year students of SMA PGRI 56 Ciputat, they are the passive voice of the present perfect tense, interactive learning and

B. The General Concept of Passive Voice

1. Definition of Tense

The term “tenses” is derived ultimately from the latin word “tempus” meaning “time”. The word tense stand for a verb form or series of verb forms used to express a time relation. Tenses may indicate whether an action, activity, or state is past, present, or future.²

The commonest tenses found in languages are present, past, and future, when the situation described in the present tense is related as simultaneous with the moment of speaking (e.g. John is singing); the situations described in the past as relates subsequent to the moment of speaking (e.g. John will sing).

Since tense refers to the time of the situation which relates to the situation of the utterance, it can be described as “deictic”.³ As John I Saeed (2003) said, “deictic system is the ways in which a speaker relates references to space and time to the “here” and ‘now’ of the utterance. Most grammatical tense systems allow the speaker to describe situations as prior to, concurrent with, of following the act of speaking.⁴ In other words, deictic refers to an interval or period of time which

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⁴ John I Saeed, Semantics, 3rd edition 2007, Oxford University Press
contains the moment of utterance. It can be expressed by some words: yesterday, now, tomorrow.

There are many kinds of tenses; one of them is present perfect tense. The present perfect tense says that an action happened in the past and that the result of the actions continues to or is still true at present.

2. The Understanding of Passive Voice

Passive is used for a variety of reasons in everywhere and to helping out of tight situation. One important reason is that “people frequently feel the need to use a sentence form that does not require them to identify the subject.”

As it was stated in chapter one, that passive voice is used when it is know or not important to know who exactly performs the action. In this section, the writer will give more explanation about passive voice which is divided into the meaning of the passive voice and the use of the passive voice.

According to Conlin, Herman and Martin that “a verb is in the active voice when it expresses an action performed by its subject and a verb in the passive voice when the action it expresses is performed upon its subjects.”

In line with the definition above, it can be said that in an active sentence, the subject performs the action. In a passive sentence, the subject receives the action. In passive construction the subject of the verb does not perform the action. Instead, the subject “receives” the action. In other words, something happens to the subject. Something or someone else is responsible for forming the action.

According to Marianne Celce – Muecia, the passive is “a focus construction that exists to put the patient, i.e., the receiver or undergoer of an
action, is a subject position. The subject is acted upon and is thus “passive”. Indeed, Shibitani (1985) has shown that the passive “defocus” the agent.9

Passive Voice is a voice that indicates that the subject is the patient or recipient of the action denoted by the verb.9

The following points on active and passive sentences should be noted:
1) The actor is sometimes not mentioned in a passive sentence. This may be because the writer simply wants to state the result of the action and the actor is considered unimportant.

For example:
- The snake has been killed.
- The machine has been damaged.

Sometimes the actor is left out to avoid stating the obvious:
- The tree fell on the car, and the car was damaged (by the fallen tree).
- Tom kept punching Harry and so the latter was badly hurt (by the former).

2) Some active sentences have verbs that cannot take an object (ie intransitive verbs). Such sentence cannot be changed into the passive voice:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rain fell</td>
<td>No Passive Form</td>
</tr>
<tr>
<td>The baby slept sweetly</td>
<td></td>
</tr>
<tr>
<td>The sun shone brightly</td>
<td></td>
</tr>
</tbody>
</table>

3) Sometimes an intransitive verb is used with a preposition and the entire preposition verb phrase becomes a transitive verb (ie there can be an object). A sentence with such a preposition verb phrase can be changed into the passive voice. For example, laugh is intransitive and so He laughed loudly cannot be changed into the passive voice. However, He laughed at them can be changed to They were laughed at (by him).

---

4) Some active sentences have an indirect object as well as a direct object. In such sentences, the indirect object is the receiver of an action expressed by verbs such as give, ask and lend. The direct object is the thing that is received by the indirect object.

\[
\text{John gave } \quad \text{Mary} \quad \text{an expensive present.}
\]

The sentence can be changed into the passive in two ways:

- Mary was given an expensive present by John.
- An expensive present was given to Mary by John.

5) Both the active sentence and the passive sentence have their uses. The choice between them depends on whether you want to draw attention to the actor or to the receiver or the action.

In the following sentences, for example, the basic contents are the same but the messages conveyed are different because of the change in emphasis:

- *Enzyme PH4, the most important element in the pill, has been tested in our London laboratory.*
- *Our London laboratory has tested Enzyme PH4, the most important element in the pill.*

The active voice should be used when the role of the actor is to be emphasized.

- *Gordon Song does indeed deserve the Best Employer Award. He is courteous and hardworking. He has sold $50 million worth of goods. He has introduced new ideas and his ideas have brought great savings.*

In some situations, it may not be polite or wise to make any direct reference to the actor and so the passive is used. For example, the writer is stating facts in the following sentences.

- *Mr. Long told me that this is bad.*
- *The manager has transferred me to a different department.*

6) There are some sentences that look like passive sentences but are in fact not passive sentences. These are stative sentences, i.e. they tell us about the situation or condition regarding something or someone. For example in:

- *He could not enter the house. All the doors were closed.*
The second sentence tells us about the situation regarding the doors, i.e. they were not open. It should be distinguished from passive sentences such as:

- The doors are being closed.
- The doors were closed by Tom.
- The doors have been opened.

Stative sentences cannot be changed into active sentences:

<table>
<thead>
<tr>
<th>Stative</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>John is related to Mary.</td>
<td></td>
</tr>
<tr>
<td>He is called Tom.</td>
<td></td>
</tr>
<tr>
<td>She's been pointed Chairman.</td>
<td></td>
</tr>
<tr>
<td>He was born in 1990's.</td>
<td></td>
</tr>
<tr>
<td>John was elected as a Chairman.</td>
<td></td>
</tr>
<tr>
<td>John's reports were based on facts.</td>
<td></td>
</tr>
<tr>
<td>Johore Bahru is situated at the southern tip of west Malaysia.</td>
<td>No active form</td>
</tr>
<tr>
<td>Jack is concerned about Mary's health.</td>
<td></td>
</tr>
</tbody>
</table>

7) The following sentences cannot be changed into the passive:

a. sentence with intransitive verbs (i.e. verbs that do not take an object)
   - He sleeps soundly.

b. sentences with linking verbs (e.g. is, was, were, become, seem)
   - He is good.
   - He became a principal.

c. sentences with verbs of measure (e.g. cost, weigh, travel)
   - This costs a lot of money.
   - The basket weighs 5 kg.
   - He has traveled round the world.\(^1\)

3. The Understanding of Present Perfect Tense

a. Form

The present perfect tense is formed with the present tense of **have/has + past participle:** I have worked etc. The negative formed by adding not to the auxiliary. The interrogative is formed by inverting the auxiliary and subject.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have worked</td>
<td>I have not worked</td>
<td>Have I worked?</td>
</tr>
<tr>
<td>You have worked</td>
<td>You have not worked</td>
<td>Have you worked?</td>
</tr>
<tr>
<td>He/she/it has worked</td>
<td>He/she/it has not worked</td>
<td>Has he/she/it worked?</td>
</tr>
<tr>
<td>We have worked</td>
<td>We have not worked</td>
<td>Have we worked?</td>
</tr>
<tr>
<td>You have worked</td>
<td>You have not worked</td>
<td>Have you worked?</td>
</tr>
<tr>
<td>They have worked</td>
<td>They have not worked</td>
<td>Have they worked?</td>
</tr>
<tr>
<td>Negative interrogative: has he not worked? etc</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**b. Use**

This tense may be said to be a sort of mixture of present and past. It always implies a strong connection with the present and is chiefly used in conversation, letters, newspapers and television and radio reports.

- Express the idea that something happened (or never happened) before now, at an unspecified time in the past, I have already read ‘Dalam Mihrab Cinta’ novel.
- Express the repetition of an activity before now.
- Express a situation that began in the past and continues to the present.

**The use of the present perfect tense:**

a. to describe the experience. It is like saying, “I have the experience of...” you can also use this tense to say that you have never had a certain experience. The Present Perfect is NOT used to describe a specific event.

Examples:
- **I have been** to France.
  *This sentence means that you have had the experience of being in France.*
  *Maybe you have been there once, or several times.*
- **I have been** to France three times.
  *You can add the number of times at the end of the sentence.*
- I have never been to France.
  This sentence means that you have not had the experience of going to France.
- I think I have seen that movie before.
- He has never traveled by train.
- Joan has studied two foreign languages.
- A: Have you ever met him?
  B: No, I have not met him.

b. to talk about change that has happened over a period of time.
Examples:
- You have grown since the last time I saw you.
- The government has become more interested in arts education.
- Japanese has become one of the most popular courses at the university since the Asian studies program was established.
- My English has really improved since I moved to Australia.

c. to list the accomplishments of individuals and humanity. A specific time cannot be mentioned.
Examples:
- Man has walked on the Moon.
- Our son has learned how to read.
- Doctors have cured many deadly diseases.
- Scientists have split the atom.

d. To say that an action which we expected has not happened. Using the Present Perfect suggests that we are still waiting for the action to happen.
Examples:
- James has not finished his homework yet.
- Susan hasn't mastered Japanese, but she can communicate.
- Bill has still not arrived.
- The rain hasn't stopped.
The passive voice in the present perfect tense can be presented in affirmative, negative and interrogative forms.

To make a passive voice in the present perfect using the affirmative form of sentence, the following formula is used:

\[
\text{Subject} + \text{to be (have/has)} + \text{been} + \text{past participle} + \text{by agent}
\]

To make a passive voice in the present perfect using the negative form of sentence, the following formula is used:

\[
\text{Subject} + \text{to be (have/has)} + \text{not} + \text{been} + \text{past participle} + \text{by agent}
\]

To make a passive voice in the present perfect using the interrogative form of sentence, the following formula is used:

\[
\text{To be (have/has)} + \text{S} + \text{been} + \text{past participle} + \text{by agent}
\]

For a notice, all subjects in those three formulation are derived from the object of the active sentence and the usage of be which are in this form have/has must be in line with the subject of passive voice whether it is singular or plural. If the subject is plural, have is used. If the subject is singular, has is used.

The following are the examples of the transformations of active voice into passive voice in the present perfect tense using the affirmative, negative and interrogative forms of sentences based on the formulation above, the active voices are written first then followed by the passive voice, this is done to make it clear to know the transformations happened on each sentence:

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td></td>
</tr>
<tr>
<td>Andi has cleaned his shoes.</td>
<td>His shoes have been cleaned.</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Andi has not cleaned his shoes.</td>
<td>His shoes have not been cleaned.</td>
</tr>
<tr>
<td>Interrogative</td>
<td></td>
</tr>
<tr>
<td>Has Andi cleaned his shoes?</td>
<td>Have his shoes been cleaned?</td>
</tr>
</tbody>
</table>

The example above use *has* instead of *have* because the subject which is his shoes is singular. If the subject is plural, for instance: the windows, the sentences will use *have*.
C. Interactive Learning

1. Definition of Interactive Learning

Interaction between teacher and students is an essential part of teaching learning process. From very early on, children begin learning both interactively and passively. They acquire much of their language through passive learning, while much of their physical development is a result of interactive learning.

The word interactive is derived from the Latin verb agere, which means to do, and the Latin preposition inter, meaning among.

Interaction is an important word for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about. We send messages, we receive them, we interpret them in a context, we negotiate meanings, and we collaborate to accomplish certain purposes.

In school—interaction between teacher and students is an essential part of teaching learning process. Teachers often use interactive learning as a way to get their students involved. Teachers are not always successful at engaging their students when introducing lessons through typical lecture format.

According to H. Douglas Brown, interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to “negotiate” meaning, or simply stated, to get an idea out of one person’s head and into the head of another person and vice versa.\(^{11}\)

Wilga M. Rivers put this way: “Students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages (that is, messages that contain information of interest to speaker and listener in a situation of importance to both). This is interaction.” Interaction is also an affective, temperamental matter, not merely a question of someone saying

something to someone because interactive language teaching means elicitation of willing student participation and initiative; it requires a high degree of indirect leadership, along with emotional maturity, perceptiveness, and sensitivity to the feelings of others.\textsuperscript{12}

Jack C. Richards describes interaction as the use of utterances that take appropriate account of the speaker's and the hearer's roles implies that conversation is often just as much a form of social encounter as it is a way of communicating meanings or ideas.\textsuperscript{13}

According to Comeau (1987: 57) in Rivers, he stated an interactive grammar exercise, therefore, stresses the teaching of grammar through mutual participation, usually in small groups. It is active rather than passive, student-centered rather than language-centered, cognitive rather than behaviorist, indirect rather than direct, and personal rather than manipulative. An interactive grammar exercise puts communication on a par with correctness, turning the study of grammar into a social activity.\textsuperscript{14}

Meanwhile learning is showing or helping someone to learn how to do something, providing with knowledge, causing to know and understand. While teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.\textsuperscript{15}

Interaction in teaching the target language means that teaching the students to use the target language and mastering the grammatical structure is necessary to facilitate communication. When learners engaged in conversation, the grammatical structure of the language is displayed more clearly and made more accessible. Interaction involves not just expression of one's own ideas but comprehension of those of others. One listens to others; one responds; others listen and respond.

\textsuperscript{12} Wilga M. Rivers, \textit{Interactive Language Teaching}, (London: Cambridge University Press, 1987), p. 4 - 10
The interactive approach frees the instructor as well as the student. The instructor's role is to act as a coach who organizes, encourages, and guides student interaction; teachers need to be flexible while keeping interaction central—interaction between teacher and students, student and teacher, student and student.

From the utterance that mentioned above, the writer conclude that interactive learning is a process of teaching and learning activity that requires interactions, information sharing and negotiation of meaning among teacher-students and students-students. Usually, it involves the exchange of ideas between students-students. Of course to exchange the ideas they use the language, so it can be conclude that the functional of language is for interaction and communication.

2. Interactive Principles

The principles of a theory of interaction in the language classroom, consider the following selected relationships:

**Automaticity:** True human interaction is best accomplished when focal attention is on meanings and messages and not on grammar and other linguistic forms. Learners are thus freed from keeping language in a controlled mode and can more easily proceed to automatic modes of processing.

**Intrinsic motivation:** As students become engaged with each other in speech acts of fulfillment and self-actualization, their deepest drives are satisfied. And as they more fully appreciate their own competence to use language, they can develop a system of self-reward.

**Strategic investment:** Interaction requires the use of strategic language competence both to make certain decisions on how to say or write or interpret language, and to make repair when communication pathways are blocked. The spontaneity of interactive discourse requires judicious use of numerous strategies for production and comprehension.

**Risk-taking:** Interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning (on the part of someone else), of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risks.
The language-culture connection: The cultural loading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language.

*Interlanguage:* The complexity of interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development. And the role of teacher feedback is crucial to the developmental process.

*Communicative Competence:* All of the elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic) are involved in human interaction. All aspects must work together for successful communication to take place.^

3. Characteristic of Interactive Learning according to Wilga M. Rivers are as follows:
   a. The classroom turns into a providing ground where such challenges are faced and are overcome with the aid of the teacher and the cooperation with the other learners.
   b. Interaction involves not only the expressions of one’s own ideas but also the comprehension of those of others.
   c. Interaction always is understood in context, physical or experimental, with non verbal ones adding aspects of meaning beyond the verbal.^

4. Pattern of Classroom Interaction
   Observation has shown that the most common type of classroom interaction is that known as ‘IRF’—‘Initiation–Response–Feedback’: the teacher initiates an exchange, usually in the form of a question, one of the students

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^


with students must demonstrate clearly that despite their position of authority, they are willing to mingle freely, adopt an open and playful attitude towards the students, and accept all kinds of opinions. They must also allow room for students to interact with them. The following is a way in which instructors can interact with their students:

I. Initiating Interaction through Questioning

The most important key to create an interactive classroom is initiation of interaction by the teacher. Questioning is a universally used activation technique in teaching, mainly within Initiation-Response-Feedback pattern described before. Raymond F. Comeau has divided instructor-to-student interactive oral grammar activities into: physical demonstration, choral responses, creative completions, and contextual cues.

a. Reasons for Questioning

- To provide a model for language or thinking.
- To find out something from the learners (facts, ideas, opinions).
- To check or to test understanding, knowledge or skill.
- To get learners to be active in their language.

Appropriate questioning in an interactive classroom can fulfill a number of different functions (adapted from Christenbury & Kelly 1983 and Kinsella 1991)²¹:

Teacher questions give students the impetus and opportunity to produce language comfortably without having to risk initiating language themselves. It’s very scary for students to have to initiate conversation or topics for discussion.

Table 2.1

Foreign Language Interaction Analysis (FLINT) system
(adapted from Moskowitz 1974)

| T | 1. Deals with feelings: In a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, |

present, or future feelings of students.

2. **Praise or encourage**: Praising. Complimenting telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that answer are correct.
   2.a. **Jokes**: Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone’s expense. (Unintentional humor is not included in this category.)

3. **Use ideas of students**: Clarifying, using, interpreting, and summarizing the ideas, of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.
   3.a. **Repeats student response verbatim**: Repeating the exact words of students after they participate

4. **Ask questions**: Asking questions to which the answer is anticipated. (Rhetorical questions are NOT included in this category.)

5. **Gives information**: Giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions.

6. **Gives directions**: Giving directions, requests, or commands that students are expected to follow; directing various drills; facilitating whole-class and small-group activity.

7. **Criticizes student behavior**: Rejecting the behavior of students; trying to change the non-acceptable behavior; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.
   7.a. **Criticizes student response**: Telling the student his or her response IS not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

8. **Student response, specific**: Responding to the teacher within a specific and limited range of available or previously practiced answers. Reading aloud, dictation, drills.

9. **Student Response, open-ended or student-initiated**: Responding to the teacher with students’ own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participation.

10. **Silence**: Pauses in the interaction. Periods of quite during which there is no verbal interaction.
    10.a. **Silence-AV**: Silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, recorder player, etc., is being used to communicate.

11. **Confusion, work-oriented**: More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand.
11. a. **Confusion, non-work-oriented**: More than one person at a time talking so the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.

12. **Laughter**: Laughing and giggling by the class, individuals, and/or the teacher.

13. **Uses the native language**: Use of the native language by the teacher or students. This category is always combined with one of the categories from 1 to 9.

14. **Nonverbal**: Gestures or facial expressions by the teacher of the student that communicate without the use of words. This category is always combined with one of the categories of teacher or student behavior.

- Teacher’s questions can serve to initiate a chain reaction of student interaction among them. One question may be all that is needed to start a discussion; without the initial questions, however, students will be reluctant to initiate the process.

- Teacher’s questions give the instructor immediate feedback about student comprehension. After posing a question, a teacher can use the student response to diagnose linguistic or content difficulties. Grammatical or phonological problem areas, for example, may be exposed through the student’s response and give the teacher some specific information about what to treat.

- Teacher’s questions provide students with opportunities to find out what they think by hearing what they say. As they are nudged into responding to questions about, say, a reading or a film, they can discover what their own opinions and reactions is. This self-discovery can be especially useful for a prewriting activity.

**C. Teaching Passive Voice of Present Perfect Tense by Using Interactive Learning**

In this teaching-learning process, the techniques are carried out through questioning, game (transformation chart), and choral responses and dialogue.

The following are the process of teaching-learning activities in class:
1. Through Questioning

This activity provides instructor-to-student interaction, in this activity teacher can use Wh-question and relate it with the picture. The following are the steps:

a. The teacher began the class hour with showing some pictures and then the teacher asking the students to imagine that the second picture is the present and to describe what has been done. For example:

b. Then the teacher called randomly some of the students and asked him/her to answer the question about what has been done in the second picture.

Figure 2.1
The Picture that was Discussed in Applying Interactive Learning in Teaching the Passive Voice of the Present Perfect Tense
Dul. what has been done in the picture B?

c. When the students made errors (e.g., from Dul answered, “Some one have been cleaned bedroom”), the teacher corrected orally and directly.

d. The teacher then asked the students to discuss the local situation: changes that have been made over the last few years.

2. Game (transformation chart)

Language games are a very good alternative to drills for many kinds of accuracy work. In fact they do the same thing as drills – they usually practice a bit of grammar or vocabulary or pronunciation – but in the form of a game. And because they are more enjoyable, the students remember things better. And they also lead on very naturally to pair work or informal group work. The following are the steps:

a. The teacher directed the instructions how to follow the rule of the game.

b. Then the teacher distributed a set or cards or slips of paper for each student, and he/she must write the answer. Each of which has a task on it beginning: ‘Find someone who’, plus the passive voice of present perfect. For Example:

   o Find someone who has read *Laskar Pelangi* novel.
   o Find someone who has watched ‘Slum Dog Millionaire’ movie.

There should be about ten different tasks; each one duplicated three or four times.

Procedure: the student must describe a task similar to those on the cards:

Find someone who has read *Laskar Pelangi* novel, and then ask round the class:

Have you ever read *Laskar Pelangi* novel?

The students do it until he/she found someone who has, or until it is apparent that nobody has.

c. Then Write up on the board
The *Laskar Pelangi* novel *has been read* by Wahyu.

or:

The *Laskar Pelangi* novel *has never been read* by my friends in the class.

d. Then the teacher asked them to note down the result in a full sentence, like the one the teacher wrote on the board, and take a new card. They should then note down? This is a competition, so they are not to give away the answers to each other as they find them out!

e. During this activity, teacher circulated and listened in, offered an occasional comment here and there.

f. At the end, the teacher checked the answer, by asking publicly for an answers to each task:

   Has anyone ever...?

Participants get one point for each acceptable answer.22

3. Choral responses23

Drills can help learners to get accuracy in grammar, vocabulary, and pronunciation. Drills can help to give them confidence – and this is important, at least from the student’s point of view.

Drills like the following, where the students have to modify a short conversation each time, can be done in chorus. Here the teacher has three chorus groups.

Teacher : Listen!

Has the white board been cleaned?

Not yet, it has not been cleaned.

It has been cleaned by Aang.

Now: English assignment – done

CH A : Has English assignment been done?

CH B : Yes, it has been done.

---

It has been done.

Teacher: Now: *Some tickets to watch Laskar Pelangi Movie have been bought.*
(etc.)

4. Dialogue

Make a short dialogue based on the picture, and practice it with your partner.

*Examples:*

Ami: Have your shoes been cleaned?
Adi: Ssst,... it haven’t been cleaned, since I bought it.
Ami: Huuuffh...
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the description of the research method used in this study. It consists of research design, place and time of the study, population and sample, research instrument, data and source of data, techniques of collecting data, and techniques of data analysis.

A. Research Design

The design of this study is pre-experimental research about teaching the passive voice of the present perfect tense by using interactive learning at even semester of tenth grade students at SMA PGRI 56 Ciputat. According to Donald Ary this research usually involves three steps: (1) administering a pre-test measuring the dependent variable, (2) applying the experimental treatment to the subject, and (3) administering a post-test, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pre-test and post-test scores. So, in this research, there is no control of extraneous variable. In line with that idea, David Nunan also said that the pre-experimental may has pre- and post-treatment test, but lacks a control group. It is also called a quantitative research because the writer used some numerical data which is analyzed statistically.

This study is aimed at describing and evaluating about (1) the implementation of using interactive learning in teaching the passive voice of the present perfect tense applied by the English teacher in the classroom, and (2) the students’ achievement in learning the passive voice of the present perfect tense by using interactive learning.

To avoid bias, the researcher tries to evaluate the real condition as objectively as possible. She took a position as outsider who saw the objective

25 David Nunan, Research Methods in Language Learning, (USA: Cambridge University
condition of SMA PGRI 56 Ciputat without involving herself as a member or English teacher of the school.

B. Place and Time of the Study

The research was held at SMA PGRI 56 Ciputat which is located on Jl. Pendidikan No. 30, Ciputat, Tangerang Selatan, from 4th of May 2009 to 29 of May 2009.

C. Population and Sample

The object of this study is SMA PGRI 56 Ciputat. The subject includes the English teacher as main subject and the students of tenth grade of SMA PGRI 56 Ciputat. There were 110 tenth grade students who studied at SMA PGRI 56 Ciputat which is divided into three classes namely X. 1 until X. 3.

There was an English teacher who taught English at tenth grade of SMA PGRI 56 Ciputat, she is Annisa S. Pd. She is a full time English teacher. She is an English teacher to be observed by the writer, because she is the teacher of the students' that the writer took as sample. Sample is the small group that is observed, and the larger group about which the generalization is made is called a population.

In line with the idea above, the writer concluded that the population of this study is tenth grade students of SMA PGRI 56 Ciputat which consists of three classes, and the number of the students is 110 students. They were not entirely involved in the research but the writer took the sample only 50% from the total of population, it is expected that the sample may represent the remains. The technique of sampling used by the writer is simple random sampling. It is caused the population that the writer observed is homogeny (students of the tenth grade). The sample was taken randomly, from the three classes that she took as sample; she only took 20 students for every class, so the total population that she took as sample is 60 students.
D. Research Instrument

The research instruments which was used for this study consists of three instruments, they are; observation sheet, questionnaire, and evaluation (test) to complete the data needed for this study.

The observation sheet was used to observe the teaching - learning process conducted by the English teacher in the classroom including English teacher's activity in the classroom, the implementation of using interactive learning in teaching the passive voice of the present perfect tense, and the evaluation used by the English teacher.

The questionnaire was given to the English teacher including some questions about (1) the teaching-learning process in the classroom, (2) the evaluation done by the English teacher.

The test was used to know how well the students have already mastered the passive voice of the present perfect tense and it's also used to prove the effectiveness of using interactive learning in teaching the passive voice of the present perfect tense.

E. Data and Source of Data

The data of this study were divided into three kinds; they are (1) the data about the implementation of using interactive learning conducted by the English teacher in teaching the passive voice of the present perfect tense, and (2) the data about the effectiveness of using interactive learning in teaching the passive voice of the present perfect tense.

The data of the implementation of using interactive learning was derived from English teacher, students, and English teaching-learning process in the classroom were got from the observation sheet to answer the second research question, and the data about the effectiveness of using interactive learning in teaching the passive voice of the present perfect tense was derived from students’ achievement and test to answer the last research question.
F. Techniques of Collecting Data

Techniques of collecting data in this study were three kinds, namely: observation, questionnaire, and test.

1. Observation

Observation technique is the main technique in collecting the data about teaching English in the classroom. It was conducted five times for observing English teaching – learning process is going on the real English classroom activities at tenth grade students of SMA PGRI 56 Ciputat. The observation was conducted from 4th of May 2009 to 29th of May 2009. In this case, the researcher acted as an observer who observed the teaching – learning process without being involved in the process. Therefore, this technique can be categorized as non-participant observation.

2. Questionnaires

The questionnaire for the English teacher was purposed to get the data in planning the material designed, in implementing the teaching learning process, and in conducting the evaluation. These sets of questionnaire was given to the English teacher and returned to researcher a day later.

3. Test

The test was used to find out of the effectiveness of using interactive learning in teaching the passive voice of the present perfect tense. It was in the form of multiple choices that consists of 25 items, and each number has 4 points. So it will be accumulated to 100 points. This test is given on the last meeting of teaching – learning process. The form of the test can be seen in the appendix.
f. Determining standard error mean of variables $Y$ (pre-test), with formula:

$$SE_{M2} = \frac{SD_2}{\sqrt{N - 1}}$$

$SE_{M2}$ = standard error mean of gained score

$SD_2$ = standard deviation of gained score

$N$ = number of students

g. Determining standard error from mean of variable $X$ and mean of variable $Y$

$$SE_{M1 - M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

h. Determining $t$-observation ($t_0$) with formula:

$$t_0 = \frac{M1 - M2}{SE_{M1 - M2}}$$

i. Determining $t$-table ($t_k$) in significant level 5% and 1% with degree of freedom, with formula:

$$df \quad = N - 1$$

$$df \quad = \text{degree of freedom}$$

$N$ = number of students
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents and discusses the findings of the research based on the data obtained during the research. In line with the research problems, it consists the research findings as follows: (1) data of the implementation of interactive learning in teaching the passive voice of the present perfect tense, (2) data of students’ achievement in learning the passive voice of the present perfect tense.

A. Data of Implementation of Using Interactive Learning in Teaching the Passive Voice of the Present Perfect Tense

The learning activities of teaching the passive voice of the present perfect tense was divided into three steps, they are: pre-activities, whilst activities, and post activities.

In the pre-activities, the teacher started by greeting her students and she was reviewing the last materials that have been discussed previously. After that, she asks them to open the students’ worksheet (LKS).

The English textbook which is used by the teacher is “ENGLISH for SMA/MA Class X”. It was written by Peter and it was published by Esis. Unfortunately, all of the students didn’t have the English textbook, but they only have the students work book (LKS). According to the students’ questionnaire, the reasons why they did not have English text books are because most of the students who learn in this school were categorized as low economic status. Therefore they have limit money to buy it.

Meanwhile the teacher has only one text book and she seldom using it in teaching learning activity. She usually uses the students’ worksheet as the primary textbook in teaching learning activity in the classroom. It can be guessed that the English teacher only focus to the material provided in the students work book (LKS). Therefore using the students workbook is the main source for the teacher.
learning activity; it can be categorized as was not adequate teaching learning activity. Besides, the sequences of the materials within student’s worksheet were not guaranteed, in line with the curriculum suggested.

In conducting her teaching, the teacher used both Indonesian and English. It is in line with the students’ answer in their questionnaire that 100% of the students said that their teacher used both Indonesian and English in her teaching.

Moreover, whilst activities did by the teacher consist of the class condition, students’ condition during presenting material and the description of using interactive learning in teaching the passive voice of the present perfect tense. For the class condition and students’ condition can be explained below;

- The class condition was co-education, it means that male and female students were joined in a classroom.
- There is a good cooperation between the students and the teacher, students and students; she made the students active by making them into some group work that consists of three or four person for each group. Then she gave the picture to be discussed.
- Most of the students paid attention to his/her group discussion.
- She asked the candidate for each group to present their work.
- She didn’t admonish students although they give the incorrect answer, but then she gave them good feedback.
- Nevertheless the class condition was crowded.

Furthermore, the implementation of interactive learning in teaching the passive voice of the present perfect tense is divided into several steps. At the first, the teacher divides the class into some groups work with 3 or 4 students each. Then, she distributes a picture that showing a situation or place before and after a set of changes for each group. Next, she asks the students to imagine that the second picture is the present and to describe what has been done. Then, she allows them to work together in their groups to discuss it and to come up with the summary. Then, she asked the candidate for each group to present their work; she let the students for other group to ask or to give an opinion, in this occasion pair correction was happened. After that, the teacher on behalf the class read
of the passive voice of the present perfect tense by giving the keywords that have been discussed before. To give a clearer description about the picture that was used in discussing and in applying interactive learning in the classroom, the writer gave it in the figure 4.1.

Figure 4.1

The Picture that was Discussed in Applying Interactive Learning in Teaching the Passive Voice of the Present Perfect Tense

In the post activities, she concluded the material, she asked about the students’ understanding and she gave homework to the students.

To know about the students’ ability in understanding the materials which is explained by the teacher, it can be known on the table 4.1:

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>P (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Always</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Often</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Sometimes</td>
<td>43</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Adapted from students’ questionnaire

From the table above, it can be known that 8% (5 students) always understand the teachers’ explaining, 20% (12 students) often, and 72% (43 students) sometimes understand the teachers’ explaining.
So in teaching and learning process an interaction between the teacher and the students is important. Because it will give the students chance to practice English without being scare.

**B. Data of Students’ Achievement in Learning the Passive Voice of the Present Perfect Tense**

The data of students' achievement in learning the passive voice of the present perfect tense divided into two kinds, namely 1) the data before they learn the passive voice of the present perfect tense by using interactive learning which is gained from pre-test, and 2) the data after they learned the passive voice of the present perfect tense by using interactive learning which is gained from post-test. The data are gained from students' test.

In analyzing the data about the students’ achievement in learning the passive voice of the present perfect tense either before using interactive learning or after using it, first the writer present the result of pre-test, post-test, and its differences. Then the writer used the formula statistic calculation of t' test with significance 5% and 1% to decide significance of the difference result in teaching the passive voice of the present perfect tense before using interactive learning and after using interactive learning.

In the following table, the writer presented the result calculation of test and its differences to know the effectiveness of interactive learning in teaching the passive voice of the present perfect tense.

<table>
<thead>
<tr>
<th>Students</th>
<th>Post-test (X)</th>
<th>Pre-test (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>53</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>56</td>
<td>46</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>43</td>
</tr>
</tbody>
</table>
Based on the table above, the next step are determining mean of variables $x$ (post-test), determining standard deviation scores of variables $x$, and determining of standard error mean of variables $x$. Table 4.3 shows the data about frequency of test result after learning the passive voice of the present perfect tense by using interactive learning.

Table 4.3
The Result Calculation of Students’ Post-test

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency (f)</th>
<th>X</th>
<th>$x^1$</th>
<th>$fX^1$</th>
<th>$(fX^1)^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>86 - 91</td>
<td>5</td>
<td>86</td>
<td>+3</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>80 - 85</td>
<td>6</td>
<td>80</td>
<td>+2</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>74 - 79</td>
<td>11</td>
<td>74</td>
<td>+1</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>68 - 73</td>
<td>15</td>
<td>70.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>62 - 67</td>
<td>6</td>
<td>62</td>
<td>-1</td>
<td>-6</td>
<td>36</td>
</tr>
<tr>
<td>56 - 61</td>
<td>13</td>
<td>56</td>
<td>-2</td>
<td>-26</td>
<td>676</td>
</tr>
<tr>
<td>50 - 55</td>
<td>4</td>
<td>50</td>
<td>-3</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td></td>
<td>-6</td>
<td>1346</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from the students’ test
Based on the data presented in the table 4.3 above, it can be determined
mean of variable $x$, standard deviation score of variable $x$, and standard error
mean of variable $x$. The formula as follow:

a. Determining mean of variables $X$ (post-test), with formula:

$$M_1 = M^1 + i \left( \frac{\sum fx}{N} \right)$$

$$= 70.5 + 3 \left( \frac{-6}{60} \right)$$

$$= 70.5 + (-0.3)$$

$$= 70.2$$

b. Determining standard deviation score of variables $X$, with formula:

$$SD_1 = \sqrt{\frac{\sum fx^2}{N} - \left( \frac{\sum fx}{N} \right)^2}$$

$$= \sqrt{\frac{1346}{60} - \left( \frac{60}{60} \right)^2}$$

$$= \sqrt{22.43 - 0.1}$$

$$= \sqrt{22.42}$$

$$= 3 \times 4.735$$

$$= 14.205$$

c. Determining of standard error mean of variables $X$, with formula:

$$SE_{MD} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$= \frac{14.205}{\sqrt{60 - 1}}$$

$$= \frac{14.205}{7.68}$$
f. Determining of standard error mean of variables $Y$ (pre-test), with formula:

$$SE_{M2} = \frac{SD_Y}{\sqrt{N-1}}$$

$$= \frac{28}{\sqrt{60-1}}$$

$$= \frac{28}{\sqrt{59}}$$

$$= \frac{28}{7.68}$$

$$= 3.65$$

g. Determining standard error from mean of variable $X$ and $Y$

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$= \sqrt{(1.850)^2 + (3.65)^2}$$

$$= \sqrt{3.4225 + 13.3225}$$

$$= \sqrt{16.745}$$

$$= 4.092$$

h. Determining $t$-observation ($t_o$) with formula:

$$t_o = \frac{M1 - M2}{SE_{M1-M2}}$$
From the explanation above, we can see that teaching the passive voice of the present perfect tense by using interactive learning is quite success than teaching the passive voice of the present perfect tense without using interactive learning. It can be seen from the students' improvement in learning the passive voice of the present perfect tense before using interactive learning and after using interactive learning.

As Sudijono stated that if the result of calculation to (t observation) is higher than \( t \) (t table) \(-t_o > t_r\) so, the null hypothesis (Ho) is rejected. It means that the experiment technique is accepted and if the result of calculation to (t observation) is lower than \( t \) (t table) \(-t_o < t_r\) so, the null hypothesis (Ho) is accepted. It means that the experiment technique is rejected.

Based on the increasing of the students' test result after learning the passive voice of the present perfect tense by using interactive learning, it was proved that the use of interactive learning in teaching learning process is important for students' achievement. It was compatible either with the teachers' statements on the questionnaire or with the students' answers on the questionnaire. It can be seen as follows:

Table 4.5

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>P (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Important</td>
<td>56</td>
<td>93.3 %</td>
</tr>
<tr>
<td>2.</td>
<td>Not important</td>
<td>4</td>
<td>6.67 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Adapted from students' questionnaire

It is knowable that the students who assumed that the use of interactive learning in teaching – learning process is important are 56 students or as much 93.3 % in percentage, and the students who assumed its opposite are 4 students or as much 6.67% in percentage. In line with the teachers' says, it can be concluded
as much 6.67% in percentage. In line with the teachers’ says, it can be concluded that the use of interactive learning in teaching learning process, especially in learning the passive voice of the present perfect tense affected the students’ improvement, because it can help the students in understanding the material more clearly.
1. About the implementation of interactive learning in teaching the passive voice of the present perfect tense

The English teacher should deliver the material well, because the student understanding is also depends on the teachers’ explanation. The teachers should pay attention not only on the students’ worksheet (LKS) as the primary text book in teaching learning activity, but she also must have another source, in order to improve it. In addition the English teacher should focus not only to the material but also the students’ condition during teaching-learning activities conducted.

2. About the students’ improvement in learning the passive voice of the present perfect tense by using interactive learning

To improve the students’ understanding, the English teacher should be more creative and innovative in using various kinds of teaching technique.
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ANGKET UNTUK GURU

Nama Sekolah : SMA PGRI 56 Ciputat
Alamat Sekolah : Jl. Pendidikan No. 30, Ciputat
Nama Guru :
Mengajar di Kelas :

---

1. Bacalah dengan teliti setiap pertanyaan, kemudian jawablah dengan jujur dengan keadaan yang sebenarnya.
2. Berilah tanda silang (X) pada salah satu atau beberapa jawaban yang tersedia.
3. Untuk jawaban yang tidak tersedia, jawablah pada tempat yang disediakan.
4. Terima kasih atas kesediaan Ibu untuk mengisi angket ini.

---

A. PERENCANAAN PENGAJARAN

1. Sebelum mengadakan pertemuan tatap muka dikelas, apakah Ibu membuat persiapan tertulis?
   a. Selalu
   b. Kadang-kadang
   c. Tidak Pernah

2. Persiapan mengajar apakah yang Ibu buat sebelum mengajar? (*jawaban bisa lebih dari satu*)
   a. Program tahunan (prota)
   b. Program semester (prosem)
   c. Analisis alokasi waktu
   d. Pengembangan silabus
   e. Rencana Pelaksanaan Pembelajaran (RPP)

3. Apakah dalam membuat RPP Ibu mengacu kepada standar isi SMP silabus KTSP 2006?
   a. Selalu
b. Kadang-kadang

c. Tidak pernah

4. Apakah RPP yang ibu buat berdasarkan pada masing – masing keterampilan berbahasa (Listening/Speaking/Reading/Writing) atau secara terpadu (Listening & Speaking/Reading & Writing)
   a. Masing – masing keterampilan berbahasa
   b. Terpadu (Integrated)

5. Sehubungan dengan pembuatan RPP, apakah ibu mengalami kesulitan sebagai berikut: (jawaban boleh lebih dari satu)
   a. Memahami SK dan KD
   b. Menentukan indicator yang sesuai dengan SK dan KD
   c. Memilih tema dan pokok bahasan
   d. Menentukan kosakata yang berhubungan dengan pokok bahasan
   e. Memberikan evaluasi dan penilaian yang sesuai dengan pokok bahasan
   f. Kesulitan lain (mohon)

B. MATERI PELAJARAN

6. Dari manakah ibu mengambil bahan pembelajaran the passive voice of the present perfect tense (S + has/have + been + V3) yang diajarkan di kelas 10 (sepuluh) semester II?
   a. Dari buku teks
      Judul: ..............................................
      Pengarang: ..........................................
      Penerbit: ...........................................
   b. Dari jurnal
   c. Dari televisi
   d. Dari internet
7. Selain dari buku teks, apakah Ibu menggunakan materi dari yang lainnya?
   a. Ya,
      Sebutkan .................................................................
   b. Tidak,
      Karena .................................................................

8. Apakah setiap siswa mempunyai buku teks yang Ibu gunakan sebagai acuan mengajar?
   a. Ya
   b. Tidak, karena .............................................................

9. Dalam mengajarkan materi, Ibu menyampaikannya dengan cara?
   a. Mengikuti susunannya sesuai dengan buku teks
   b. Mengikuti materi berdasarkan standar isi KTSP
   c. Mencari materi di buku berdasarkan standar isi
   d. Lainnya, sebutkan ...........................................................

10. Kesulitan apa saja yang Ibu hadapi dalam pembelajaran grammar (jawaban boleh lebih dari satu)
    a. Kurangnya pemahaman siswa
    b. Media yang kurang memadai
    c. Buku teks yang majemuk
    d. Kendala lainnya (mohon ditulis)
       ……………………………………………………………...
       ……………………………………………………………...

C. MEDIA PEMBELAJARAN

11. Dalam mengajar, apakah Ibu menggunakan media / gambar-gambar dalam pembelajaran?
    a. Selalu
    b. Kadang –kadang
    c. Tidak pernah

12. Jenis media / gambar apakah yang Ibu gunakan dalam mengajar?
a. Gambar-gambar / foto
b. Benda nyata / realia
c. Wall Chart
d. Flash card
e. Tape recorder
f. VCD
g. Lainnya, sebutkan...........................................

13. Media / gambar pembelajaran yang Ibu gunakan dikelas merupakan?
   a. Buatan sendiri
   b. Membeli
   c. Disediakan oleh sekolah
   d. Tugas dari siswa
   e. Lainnya, sebutkan...........................................

14. Hambatan yang Ibu hadapi dalam pengadaan media pembelajaran adalah?
   a. Keterbatasan waktu
   b. Kesesuaian media dengan materi
   c. Tidak adanya alokasi dana untuk pengadaan media dari pihak sekolah
   d. Kurangnya pengetahuan tentang media
   e. Lainnya, sebutkan...........................................

D. PROSES BELAJAR MENGAJAR

15. Pendekatan apa yang Ibu gunakan dalam mengajar Bahasa Inggris? (pilih salah satu)
   a. Grammar Translation Method
   b. Communicative Approach
   c. Meaningfulness Approach
   d. Interactive Learning
   e. Elektik Approach (campuran)

16. Dalam kegiatan pembelajaran, bahasa apa yang sering Ibu gunakan?
   a. Bahasa Indonesia saja
b. Bahasa Inggris saja

17. Dalam pembelajaran grammar, buku pelajaran yang Ibu gunakan adalah

(jawaban boleh lebih dari satu)

a. Buku text

b. Majalah

c. Buku Cerita

d. Surat kabar

e. Lainnya,

18. Dalam pembelajaran jenis-jenis tenses, jenis tenses apa yang Ibu tekankan untuk dikuasai siswa lebih awal?

19. Kesulitan apa saja yang Ibu hadapi dalam pembelajaran the passive voice of the present perfect tense through interactive learning (jawaban boleh lebih dari satu)

   a. Kurangnya pemahaman siswa

   b. Media yang kurang memadai

   c. Buku teks yang majemuk

   d. Kendala lainnya (mohon dituliskan)

20. Apakah penggunaan interactive learning berpengaruh pada hasil belajar siswa dalam pembelajaran the passive voice of the present perfect tense?

   a. Ya

   b. Tidak

21. Jika jawaban no. 19 “ya”, apa alasannya (mohon dituliskan)

   .................................................................

   .................................................................

   .................................................................

   .................................................................

22. Jika jawaban no. 19 “tidak”, apa penyebabnya (mohon dituliskan)

   .................................................................

   .................................................................
LEMBAR OBSERVASI

Tempat Observasi : 
Waktu/ Jam ke : 
Nama Guru : 
Kelas : 
Jumlah Kelas : 
Materi : 

Petunjuk: Berilah tanda silang [X] pada jawaban pilihan di bawah ini sesuai dengan keadaan yang sebenarnya.

1. Pada awal pelajaran, kegiatan apa yang dilakukan oleh guru?
   a. Memberi salam
   b. Mengabsen siswa
   c. Memotivasi Siswa
   d. Mereview pelajaran yang lalu
   e. Menggunakan tema/ pokok bahasan yang akan dibahas
   f. Langsung menyampaikan materi baru
   g. Lainnya.................................

2. Buku yang digunakan oleh guru dan siswa adalah?
   a. Judul : 
   b. Pengarang : 
   c. Penerbit : 

3. Apakah siswa memiliki buku tersebut?
   a. Semua siswa memiliki
   b. Sebagian besar memiliki
   c. Sebagian kecil memiliki
   d. Lainnya, sebutkan.................................................................

4. Dalam mengajar, apakah guru menggunakan pengantar bahasa Indonesia?
   a. Selalu
   b. Sering
c. Kadang-kadang

d. Tidak pernah

5. Kemampuan guru dalam berbahasa inggris?
a. Amat Baik
b. Baik
c. Cukup

6. Selama proses belajar mengajar berlangsung, apakah guru menggunakan media (alat Bantu mengajar)?
a. Ya
b. Tidak

7. Jika jawaban pada no.6 “ya”, maka media apasajakah yang digunakan oleh guru selama belajar/mengajar, tuliskan!
   a. ..............................................
   b. ..............................................
   c. ..............................................
   d. ..............................................

8. Media pengajaran yang digunakan oleh guru di kelas merupakan?
a. Buatan guru
b. Membeli
c. Disediakan oleh sekolah
d. Hasil tugas siswa
e. Lainnya, .................................

9. Ketika proses belajar mengajar berlangsung, kegiatan apa sajakah yang dilakukan oleh guru?
a. ..............................................
b. ..............................................
c. ..............................................
d. ..............................................
e. ..............................................
10. Kegiatan evaluasi/ penilaian yang digunakan oleh guru adalah [sebutkan jenis dan pelaksanaannya]!
   a. Proses :
   
   b. Hasil :
3. Materi manakah yang lebih dominant diajarkan oleh Ibu guru dalam pengajaran bahasa Inggris di kelas anda?

a. Genres (jenis – jenis teks bacaan)

The Legend of Malin Kundang

Long time ago there was an old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much. One day Malin Kundang told his mother that he would go to town and work there. At first his mother did not allow him but finally she let him go with tears. Malin Kundang worked hard in a big town and in a short time he became a rich man. However he completely forgot his poor old mother. Some years later he sailed to a harbor near his village. When his mother heard about this news she came to meet him. Malin Kundang pretended not to know her. He said, “You are not my mother. Go away!” His mother became very sad and before she went she said, “Oh, Malin Kundang, you are a wicked son. You’ll never be safe now. You and your money will turn to stone.” Some days later his ship left the harbor. The sea was calm but when he reached the open sea there was a great storm. The ship was drowned. Malin Kundang and his money changed into stone.

Ya Tidak

Cutting – Edge Technology

People have always been fascinated by the universe, but many of the most important discoveries have been made in the last 100 years. Cutting-edge technology has made these discoveries possible. During the last several decades, powerful telescopes, satellites and spaceships have been developed. Through these advances in technology, many of the mysteries of the universe have been solved.

Until 60 years ago, it was believed that our galaxy, the Milky Way, was unique. It was believed that our galaxy was the universe. In recent years, through improved technology, these ideas and many others have been disproved. It has been estimated that trillions of galaxies like our own fill the universe. The universe itself is calculated to be between 13 and 18 billion years old. (Analytical Exposition)

Ya Tidak

b. Language gambits

• Expressing congratulation

(Tidak)
B: Oh, it’s great. Congratulations!

Ya Tidak

- **Accepting and Refusing an Invitation**
  
  A: Would you like to come to my birthday party?
  B: Yes, I’d love to.
  Thanks. That’s great, but I’m sorry. I’ll...

Ya Tidak

- **Expressing surprise/amazement**
  
  What a surprise!

Ya Tidak

c. Grammar (the passive voice of the present perfect tense)

- The door has been repaired by the worker.
- The door has not been repaired by the worker.
- Has the door been repaired by the worker?

Ya Tidak

4. Apakah anda memahami materi yang dijelaskan oleh ibu guru anda?
   
   a. Selalu
   b. Sering
   c. Kadang-kadang

B. **PROSES BELAJAR MENGAJAR**

5. Apakah sebelum mengajar, guru Bahasa Inggris Anda mengulangi tema yang telah diajarkan sebelumnya?
   
   a. Ya
   b. Tidak

6. Bahasa pengantar apakah yang Ibu guru anda sering gunakan selama penyampaian materi pelajaran?
   
   a. Inggris saja
   b. Indonesia saja
   c. Campuran antara Bahasa Inggris dan Bahasa Indonesia
7. Dalam pembelajaran grammar, apakah guru anda pernah membagi kelas kedalam beberapa kelompok kerja (group work)?
   a. Ya
   b. Tidak
8. Apakah kalin suka bila belajar grammar dengan kerja kelompok (group work)?
   a. Ya (lanjutkan dengan menjawab soal no.19)
   b. Tidak (lanjutkan dengan menjawab soal no. 20)
9. Saya suka bila guru saya menggunakan kerja kelompok (group work) dalam pembelajaran grammar karena saya :
   (boleh pilih lebih dari satu pilihan)
   a. Dapat lebih aktif dalam belajar
   b. Dapat lebih mengerti materi pelajaran yang sedang dipelajari
   c. Tidak merasa bosan dengan kerja kelompok (group work)
   d. Lain – lain (sebutkan)..................................................
10. Saya tidak suka bila guru saya menggunakan kerja kelompok (group work) dalam pembelajaran karena saya:
    (boleh pilih lebih dari satu pilihan)
    a. Tidak aktif dengan menggunakan group work
    b. Merasa semakin sulit untuk mengerti materi pelajaran yang sedang dipelajari
    c. Merasa bosan dengan kerja kelompok (group work)
    d. Lain-lain (sebutkan)..................................................
11. Apakah menurut anda penggunaan Interaktive Learning dalam pembelajaran itu penting dalam proses pembelajaran?
    a. Ya
    b. Tidak

C. EVALUASI/ PENILAIAN PEMBELAJARAN
12. Apakah Ibu guru anda memberikan evaluasi / penilaian pada setiap akhir pertemuan?
    a. Selalu
    b. Kadang-kadang
c. Tidak pernah

13. Pada akhir pertemuan apakah Ibu guru anda memberikan tugas harian?
   a. Selalu
   b. Kadang-kadang
   c. Tidak Pernah

14. Apakah evaluasi yang sering Ibu guru anda gunakan?
   a. Formatif (ujian blok)
   b. Summatif (UTS dan UAS)

15. Dalam bentuk apakah tes evaluasi yang Ibu guru anda berikan kepada anda?
   a. Tes tertulis
   b. Tes lisan
   c. Tes tertulis dan lisan

16. Apakah Ibu guru anda memberitahukan terlebih dahulu kepada anda sebelum ulangan dilaksanakan?
   a. Selalu
   b. Kadang-kadang
   c. Tidak pernah
Appendix 5

RESEARCH INSTRUMENT

I. Choose the Correct Answer by Giving Mark (X)

1. All of the new English words ... by the students.
   a. has known
   b. have been known
   c. has been known
   d. have known

2. Some tickets to watch “High School Musical“ Movie ... by Aang.
   a. have been bought
   b. has been bought
   c. has bought
   d. have bought

3. A good road from Kebayoran to Ciputat ... by the Government.
   a. has built
   b. have built
   c. have been built
   d. has been built

4. People ... by the universe.
   a. has always fascinated
   b. have always fascinated
   c. have always been fascinated
   d. has always been fascinated

5. The board ... by the students, before the teacher comes.
   a. has been cleaned
   b. have been cleaned
   c. have cleaned
   d. has cleaned

6. Many predictions ... about the future of space technology.
   a. has made
   b. have made
   c. has been made
   d. have been made

7. A glass of milk ... by Ruly.
   a. have drunk
   b. has drunks
a. has been launched  
b. have been launched  
c. has launched  
d. have launched  

16. A new job ... to me.  
a. have offered  
b. has offered  
c. has been offered  
d. have been offered  

17. Many important things ... by astronauts in space.  
a. have done  
b. has done  
c. has been done  
d. have been done  

18. A novel ... to me for the week.  
a. have lent  
b. has lent  
c. has been lent  
d. have been lent  

19. It ... that the crash was the result of the pilot error.  
a. have proposed  
b. has proposed  
c. have been proposed  
d. has been proposed  

20. It ... how spiders are able to travel across the sea.  
a. has discovered  
b. have discovered  
c. has been discovered  
d. have been discovered  

II. Rearrange the Following Words into the Correct Sentence and choose the Correct Answer by giving mark (X)!

21. Astronomers - has - learned - the - been - universe - by  

a. 4 - 6 - 2 - 5 - 3 - 7 - 1  
b. 4 - 6 - 3 - 5 - 2 - 7 - 1  
c. 4 - 6 - 5 - 3 - 2 - 7 - 1
22. - washed - 's - shirts - have - your - been -
   1 2 3 4 5 6
   a. 5 - 3 - 4 - 6 - 1 - 2
   b. 4 - 5 - 3 - 6 - 1 - 2
   c. 4 - 6 - 5 - 3 - 1 - 2
   d. 5 - 3 - 1 - 4 - 6 - 2

23. - me - been - by - mailed - letter - has - the
   1 2 3 4 5 6 7
   a. 1 - 6 - 2 - 4 - 3 - 7 - 5
   b. 1 - 6 - 4 - 2 - 3 - 7 - 5
   c. 7 - 5 - 6 - 2 - 4 - 3 - 1
   d. 7 - 5 - 6 - 2 - 4 - 1 - 3

24. - canceled - been - soccer - the - has - game
   1 2 3 4 5 6
   a. 3 - 6 - 5 - 2 - 4 - 1
   b. 4 - 3 - 6 - 5 - 2 - 1
   c. 4 - 6 - 3 - 5 - 2 - 1
   d. 5 - 2 - 4 - 3 - 6 - 1

25. - President - meeting - been - has - the - the - by - canceled
   1 2 3 4 5 6 7 8
   a. 5 - 2 - 4 - 3 - 8 - 7 - 6 - 1
   b. 5 - 1 - 4 - 3 - 8 - 7 - 6 - 2
   c. 4 - 5 - 2 - 3 - 8 - 7 - 6 - 1
   d. 4 - 5 - 1 - 3 - 8 - 7 - 6 - 2

26. - fixed - TV aerial - been - ? - has - the -
   1 2 3 4 5 6
   a. 5 - 6 - 2 - 3 - 1 - 4
   b. 5 - 3 - 6 - 2 - 1 - 4
   c. 6 - 2 - 5 - 3 - 1 - 4
   d. 5 - 3 - 1 - 6 - 2 - 4

27. - not - cut - the grass - been - has -
   1 2 3 4 5
28. The door has been repaired.

   a. 5 - 1 - 4 - 2 - 3
   b. 3 - 5 - 1 - 4 - 2
   c. 3 - 1 - 5 - 4 - 2
   d. 5 - 4 - 1 - 3 - 2

29. The garden has looked after.

   a. 3 - 1 - 2 - 4 - 6 - 5
   b. 4 - 3 - 1 - 2 - 6 - 5
   c. 3 - 1 - 4 - 2 - 6 - 5
   d. 4 - 3 - 1 - 2 - 1 - 5

30. The station has modernized.

   a. 3 - 1 - 4 - 2
   b. 1 - 3 - 4 - 2
   c. 3 - 2 - 1 - 4
   d. 3 - 2 - 4 - 1
Appendix 7

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA PGRI 56 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X (Sepuluh)/ II
Aspek/Skill : Grammar
Alokasi Waktu : 4X 45 Illenit
Jenis Teks : Interpersonal
Tahun Pelajaran : 2008/2009

I. Standar kompetensi

Mendengarkan
8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, descriptive dan news item sederhana dalam konteks kehidupan sehari-hari

Berbicara
9. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, descriptive dan news item sederhana dalam konteks kehidupan

Membaca
10. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Menulis
11. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk: narrative, descriptive dan news item dalam konteks kehidupan sehari – sehari

II. Kompetensi Dasar

Mendengarkan
8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari –hari dalam teks berbentuk; narrative, descriptive, dan news item

Berbicara
10.2 Mengungkapkan makna dalam betuk teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, descriptive, and news item.

Membaca
11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan news item.

Menulis
12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

II. Indikator
Siswa bisa menggunakan the passive voice of the present perfect tense untuk berkomunikasi antara lain mendengarkan, meninterprestasikan diri, menyampaikan informasi.

III. Tujuan Pembelajaran
Pada akhir pembelajaran siswa mampu:
1. Menggunakan kalimat kalimat present perfect pasif
2. Menjawab pertanyaan guru dengan menggunakan struktur kalimat present perfect pasif

IV. Materi pembelajaran / Uraian Materi Pokok
The language features; specific participants, the use of the passive voice of present perfect tense.
- The form of present perfect passive

To make a passive voice in the present perfect using the affirmative form of sentence, the following formula is used:

Subject + to be (have/has) + been + past participle + by agent

To make a passive voice in the present perfect using the negative form of sentence, the following formula is used:

Subject + to be (have/has) + not + been + past participle + by agent

To make a passive voice in the present perfect using the interrogative form of sentence, the following formula is used:
Examples:

<table>
<thead>
<tr>
<th></th>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>Andi has cleaned his shoes.</td>
<td>His shoes have been cleaned.</td>
</tr>
<tr>
<td>Negative</td>
<td>Andi has not cleaned his shoes.</td>
<td>His shoes have not been cleaned.</td>
</tr>
<tr>
<td>Interrogative</td>
<td>Has Andi cleaned his shoes?</td>
<td>Have his shoes been cleaned?</td>
</tr>
</tbody>
</table>

The use of present perfect passive

The passive voice of the present perfect tense is used:

- For an action that happened in the past and that the result of the actions continues to or is still true at present:
  For Example:

<table>
<thead>
<tr>
<th>Active</th>
<th>Subject</th>
<th>has opened</th>
<th>the window.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agus</td>
<td>Subject</td>
<td>has + past participle</td>
<td>by Agus.</td>
</tr>
</tbody>
</table>

- The Passive Voice is used, when we do not know the performer of the action
  For Example:
  My watch has been stolen. *(I do not know who has stolen it)*

S has + been + V3

V. Metode dan Teknik Pembelajaran: *Three Phase Technique*

VII. Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan

- Greeting (memberi salam dan tegur sapa)
- Brainstorming activity (Guru mengarahkan siswa pada topic yang akan dibahas dengan mengajukan beberapa pertanyaan)
- Guru menjelaskan tujuan pembelajaran

b. Kegiatan Inti.

- Guru membentuk kelompok heterogen yang terdiri dari 3-4 orang setiap kelompoknya
- Guru mendistribusikan cardboard untuk setiap kelompok
- Siswa secara berkelompok bekerja sama menggambar seperti yang dicontohkan.
- Guru menulis pertanyaan di papan tulis "What has/ have been done? (in the second picture)"
Siswa dengan kelompoknya mendiskusikan apa yang telah terjadi di gambar ke 2 (What has/have been done?)

Setiap kelompok menunjuk salah satu seorang anggotanya untuk membacakan hasil temuannya dan dibahas bersama.

Guru menyimpulkan dan mengulas setiap kosa kata yang tercantum dan struktur kalimat yang digunakan.

Siswa membuat kalimat dengan pola dan aturan yang sama mengenai hal apapun.

c. Kegiatan Penutup.

- Guru menanyakan kesulitan yang dihadapi siswa
- Guru menyimpulkan materi pembelajaran
- Menugaskan siswa untuk mengerjakan latihan soal dari present perfect pasif yang terdapat di LKS, untuk dikumpulkan pada pertemuan selanjutnya

VIII. Sumber dan Media Pembelajaran

1. Sumber pembelajaran:
   - Kurikulum Bahasa Inggris SMA (grade X)
   - Standar isi
   - LKS SMA kelas 10, “TUNTAS”

2. Media pembelajaran:
   - Word strips, Hand out, Card Board, Marker, Glue, lotre, Gambar yang berkaitan dengan tema

IX. Penilaian Proses dan Penilaian Hasil

- Penilaian Proses:
  Skor yang diambil dari listening comprehension dan menyampaikan pendapat

- Penilaian Hasil:
  Skor yang diambil dari hasil yang tertera pada card board.

- Teknik Penilaian:
  a. Teknik : Tes tulis dan lisan
  b. Bentuk : hand out
  c. Instrumen : Soal tes terlampir

X. Rubrik Penilaian:

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Setiap jawaban benar, tata bahasa benar dan pilihan kata tepat</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Setiap jawaban benar, tata bahasa kurang benar dan pilihan kata tepat</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Setiap jawaban benar, tata bahasa salah dan pilihan kata kurang tepat</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Setiap jawaban benar, tata bahasa kurang benar dan pilihan kata tepat</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Setiap jawaban benar, tata bahasa kurang benar dan pilihan kata tepat</td>
<td>1</td>
</tr>
</tbody>
</table>
Setiap jawaban salah, tata bahasa salah dan pilihan kata salah

Pedoman Penilaian dalam aktivitas belajar mengajar ini ada dua tahap:

a. Pedoman Penilaian pada handout
   1. Tiap nomor benar diberi skor = 5
   2. Skor Maksimal = $5 \times 20 = 100$
   3. Nilai Maksimal = 100
   4. Nilai Siswa

\[
\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10 = \text{Nilai siswa}
\]

b. Pedoman Penilaian pada cardboard
   1. Tiap nomor benar diberi skor = 2
   2. Skor maksimal = $2 \times 5 = 10$
   3. Nilai maksimal = 10
   4. Nilai siswa

\[
\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10 = \text{Nilai siswa}
\]

Mengetahui,
Guru Bahasa Inggris

(Annisa S.Pd.)
rencana pelaksanaan pembelajaran

satuan pendidikan: sma pgri 56 ciputat
mata pelajaran: bahasa inggris
kelas/semester: x (sepuluh)/ ii
aspek/skill: grammar
alokasi waktu: 4x 45 menit
jenis teks: interpersonal
tahun pelajaran: 2008/2009

i. standar kompetensi

mendengarkan
8. memahami makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, descriptive dan news item sederhana dalam konteks kehidupan sehari-hari

berbicara
12. memahami makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, descriptive dan news item sederhana dalam konteks kehidupan

membaca
13. memahami makna teks fungsional pendek dan esai sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

menulis
14. mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana berbentuk: narrative, descriptive dan news item dalam konteks kehidupan sehari-sehari

iii. kompetensi dasar

mendengarkan
8.2 merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; narrative, descriptive, dan news item

berbicara
been estimated that trillions of galaxies like our own fill the universe. The universe itself is calculated to be between 15 and 18 billion years old.

b. The use and the form of present perfect passive

- For an action that happened in the past and that the result of the actions continues to or is still true at present:

For Example:

<table>
<thead>
<tr>
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<th>the window, Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agus</td>
<td>The window</td>
<td>has been opened</td>
<td>by Agus.</td>
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</tbody>
</table>

- The Passive Voice is used, when we do not know the performer of the action.

For Example:

My watch has been stolen. (I do not know who has stolen it)

S has + been + V3

- the writer simply wants to state the result of the action and the actor is considered unimportant.

IX. Metode dan Teknik Pembelajaran: *Three Phase Technique*

X. Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan

- Greeting (memberi salam dan tegur sapa)
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- Guru menjelaskan tujuan pembelajaran

b. Kegiatan Inti

- Guru membentuk kelompok heterogen yang terdiri dari 3-4 orang setiap kelompoknya
- Guru mendistribusikan hands out yang berisikan teks dan beberapa pertanyaannya
- Siswa secara berkelompok bekerja sama saling membacakan, menemukan ide pokok, dan menjawab setiap pertanyaannya
- Setiap jawaban yang dihasilkan akan menjadi bagian dari suatu pragraf baru yang harus disusun oleh setiap kelompok
- Setiap kelompok menunjuk salah satu seorang anggotanya untuk membacakan hasil temuannya dan dibahas bersama
- Guru menyimpulkan dan mengulas seliap kosa kata yang tercantum dan struktur kalimat yang digunakan
- Siswa membuat paragraph pendek dengan pola dan aturan yang sama mengenai hal apapun

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IX. Penilaian Proses dan Penilaian Hasil
   - Penilaian Proses:
     Skor yang diambil dari listening comprehension dan read the text orally.
   - Penilaian Hasil:
     Skor yang diambil dari hasil yang tertera pada hand out, dan card board.
   - Teknik Penilaian:
     a. Teknik: Tes tulis dan lisan
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XI. Rubrik Penilaian:

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<td>Setiap jawaban benar, tata bahasa kurang benar dan pilihan kata salah</td>
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<tr>
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<td>Setiap jawaban salah, tata bahasa salah dan pilihan kata salah</td>
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</table>

Pedoman Penilaian dalam aktivitas belajar mengajar ini ada dua tahap:

a. Pedoman Penilaian pada handout
   1. Tiap nomor benar diberi skor = 5
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   3. Nilai Maksimal = 100
   4. Nilai Siswa

\[
\text{Skor perolehan} = \frac{\text{Skor maksimal}}{10} = \text{Nilai siswa}
\]

b. Pedoman Penilaian pada cardboard
1. Tiap nomor benar diberi skor = 2
2. Skor maksimal = 2 x 5 = 10
3. Nilai maksimal = 10
4. Nilai siswa

\[
\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10 = \text{Nilai siswa}
\]

Mengetahui,
Guru Bahasa Inggris

(Annisa S.Pd)
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA PGRI 56 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X (Sepuluh)/ II
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Mendengarkan

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Berbicara

15. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, descriptive dan news item sederhana dalam konteks kehidupan

Membaca

16. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Menulis

17. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk: narrative, descriptive dan news item dalam konteks kehidupan sehari-sehari

II. Kompetensi Dasar

Mendengarkan

8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; narrative, descriptive, dan news item

Berbicara