THE EFFECTIVENESS OF USING ARRANGE WORD GAME TECHNIQUE ON THE STUDENTS’ MASTERY ON PASSIVE VOICE OF SIMPLE PRESENT TENSE

(An Experimental Study at the First Grade of SMK As-Su’udiyah Ciputat)

By

MUSTAAN
208014000071

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2015
THE EFFECTIVENESS OF USING ARRANGE WORD GAME TECHNIQUE ON THE STUDENTS’ MASTERY ON PASSIVE VOICE OF SIMPLE PRESENT TENSE

(An Experimental Study at the First Grade of SMK As-Su'udiyyah Ciputat)

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teacher’s Training
in a Partial Fulfillment of the Requirements
for the Degree of Strata I (S.Pd.) in English Language Education

By
MUSTAAN
NIM.208014000071

Approved by the advisors I:
Dr. Atiq Susilo, M.A.
NIP.194911221978031001

Approved by the advisors II:
Devi Yusnita, M.Pd.
NIP.

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS’ TRAINING
‘SYARIF HIDAYATULLAH’ STATE ISLAMIC UNIVERSITY
JAKARTA
2015
ENDORSEMENT SHEET

The “Skripsi” (Scientific Paper) entitle “The Effectiveness of Using Arrange Word Game Technique on the Students’ Mastery on Passive Voice of Simple Present Tense (An Experimental Study at the First Grade of SMK As-Su’udiyyahCiputat), written by MUSTAAN, student’s registration number 208014000071 was examined in the examination session of the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on July, 06th 2015. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of Strata 1 (S.Pd.) in English Language Education at the Department of English Education.

Jakarta, July 06th 2015

EXAMINATION COMMITTEE

CHAIRMAN : Dr. Alek, M.Pd.
NIP. 19690912 200901 1 008

SECRETARY : Zaharil Anasy M.Hum.
NIP. 19761007 200710 1 002

EXAMINERS : 1. Drs. Nasrun Mahmud, M.Pd
NIP. 150 041 070
2. Ismailaniing Evivuliwati, M.Hum.
NIP. 19740723 200003 2 001

Acknowledged by:
Dean of Tarbiyah and Teachers’ Training Faculty

Prof. Dr. Ahmad Thib Raya, MA
NIP. 19550421 198203 1 007
Saya yang bertanda tangan di bawah ini,

Nama : Mustaan
Tempat/Tgl.Lahir : Segamit, 17 Februari 1987
NIM : 208014000071
Jurusan / Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : “The Effectiveness of Using Arrange Word Game Technique on the Students’ Mastery on Passive Voice of Simple Present Tense”

Dosen Pembimbing : 1. Dr. Atiq Susilo, M.A.
2. Devi Yusnita, M.Pd.

dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Pernyataan ini dibuat sebagai salah satu syarat menempuh wisuda...

Jakarta, 10 Juli 2015
Mahasiswa Ybs.

Mustaan
NIM. 208014000071
**ABSTRACT**

**Mustaan, 2015, The Effectiveness of Using Arrange Word Game Technique on the Students’ Mastery on Passive Voice of Simple Present Tense (An Experimental Study at the First Grade of SMK As-Su’udiyah Ciputat Timur)** Skripsi, English Department, The faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

The purpose of this research is to know the effectiveness of using arrange word game technique on the students’ mastery on passive voice of simple present tense at the first grade of SMK As-Su’udiyah Ciputat Timur. The students are bored in learning English grammar and the teacher does not use specific method in teaching English grammar. In this research the writer used experimental research, which two classes were used in the research: the first class as an experiment class and the second as controlled class. The research was begun by conducting pre-test in both classes, after gathering the data from pre-test the writer held the treatment manipulation in the experiment class. Lastly to know the differences between the classes the writer conduct post-test. The population of this research is the first grade of SMK As-Su’udiyah Ciputat Timur and the samples of this research are XMM2 as controlled class and XMM1 as experimental class in which there are twenty five students in each class. The data collected in this research are analyzed by using t-test. According to the result of statistical calculation, by comparing the values of $t_0=2.82$ and $t_{table}=2.01$ and 2.70, the writer made the conclusions of the hypothesis that $t_0$ is bigger than $t_{table}$. So, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. It means, using arrange word game technique on the students’ mastery on passive voice of simple present tense is effective. Arrange word game is not only effective to lead the students to feel more interested and enjoy doing activity in the class, but also it can give the students the opportunities to be active in learning passive voice of simple present tense.
ABSTRACT

Mustaan, 2015, *The Effectiveness of Using Arrange Word Game Technique on the Students’ Mastery on Passive Voice of Simple Present Tense (An Experimental Study at the First Grade of SMK As-Su’udiyyah Ciputat Timur)* Skripsi, Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Penelitian ini bertujuan untuk mengetahui keefektifan teknik arrange word game terhadap penguasaan siswa dalam *passive voice of simple present tense* pada kelas satu SMK As-Su’udiyyah Ciputat Timur. Masalah yang diangkat dalam penelitian ini adalah metode yang digunakan oleh guru membuat siswa bosan dan guru tidak metode yang spesifik dalam mengajar grammar. Dalam penelitian ini penulis menggunakan penelitian eksperimental, dimana ada dua kelas yang digunakan dalam penelitian: kelas pertama sebagai kelas eksperimen dan kelas kedua sebagai kelas kontrol. Penelitian ini dimulai dengan melakukan pre-test pada kedua kelas. Setelah mengumpulkan data dari pre-test, penulis memberikan manipulasi perlakuan di kelas eksperimen. Terakhir untuk mengetahui perbedaan diantara dua kelas penulis mengadakan post-test. Populasi dalam penelitian ini adalah siswa kelas satu SMK As-Su’udiyyah Ciputat Timur, dan sampel dari penelitian ini adalah XMM2 sebagai kelas terkontrol dan XMM1 sebagai kelas eksperimen di mana terdapat dua puluh lima orang siswa di setiap kelas. Data-data yang dikumpulkan dalam penelitian ini dianalisa menggunakan test-t. Berdasarkan hasil statistik, dengan membandingkan nilai dari to=2.82 dan tabel =2.01 dan 2.70, penulis membuat kesimpulan bahwa to lebih besar dari tabel. Maka dapat disimpulkan hipotesis alternative (Ha) diterima dan hipotesis nol (Ho) ditolak. Ini berarti, penggunaan arrange word game tehnik effektive untuk penguasaan siswa dalam *passive voice of simple present tense*, dengan arrange word game tidak hanya efektif untuk siswa tertarik dalam belajar dan senang dalam melakukan kegiatan-kegiatan di kelas, tetapi game juga dapat memberikan siswa kesempatan lebih aktif belajar *passive voice of simple present tense*.
ACKNOWLEDGMENT

In the Name of Allah, the Most Gracious, the Most Merciful

Praise be to Allah, Lord of the worlds, for His blessing, love and mercy given to the writer, so he can complete the last assignment in his study. Then, peace and salutation be upon to the prophet Muhammad SAW, his family, companion and his adherences.

This “skripsi” is presented to the Faculty of Tarbiyah and Teachers’ Training in a partial fulfillment of requirements for the Degree of S.Pd. (S-1) in Department of English Education.

In arranging this skripsi, a lot of people had given motivation, support, advice and even remark that helped the writer. In this opportunity, the writer would like to express great honor and gratitude to all of them.

First of all, the writer would like to express his deepest gratitude to his beloved parents, Mr. Buldin and Ms. Baridah and sisters. Also, he expresses great honor and deepest appreciation to her advisors, Dr. Atiq Susilo, M.A., and Devi Yusnita, M.Pd., who have given suggestions and critical remarks in the process of completing this skripsi.

Then, the writer’s gratitude also goes to:
1. All of the lectures of Department of English Education.
2. Dr. Alek, M.Pd., the Head of Department of English Education.
3. Zaharil Anasy, M.Hum., the secretary of Department of English Education.
4. Prof. Dr. Ahmad Thib Raya, M.A., the Dean of the Faculty of Tarbiyah and Teachers’ Training Syarif Hidayatullah State Islamic University Jakarta.
6. All of the teachers and students of SMK As-Su’udiyyah Ciputat Timur – Tangerang Selatan.
7. Rizzy Mia Fatin, the little girl who always support and motivate the writer to finish this “skripsi”.

vi
8. All of the writer’s friends who always support the writer.

Finally, the writer hopes this “skripsi” is useful for everyone, and he realizes that this paper is far from being perfect. Therefore, for the better writing, the writer would like to welcome any suggestion and criticism from anyone who read this “skripsi”.

Jakarta, July 2015

The writer
# TABLE OF CONTENTS

**APPROVAL** ......................................................................................................................... i
**ENDORSEMENT SHEET** ...................................................................................................... ii
**SURAT PERNYATAAN KARYA SENDIRI** ........................................................................... iii
**ABSTRACT** .......................................................................................................................... iv
**ACKNOWLEDGEMENT** ......................................................................................................... vi
**TABLE OF CONTENTS** .......................................................................................................... viii
**LIST OF TABLES** .................................................................................................................. x
**LIST OF APPENDICES** .......................................................................................................... xi

**CHAPTER I : INTRODUCTION** ................................................................................................... 1

A. The Background of the Study ............................................................................................... 1
B. The Identification of the Problems ....................................................................................... 5
C. The Limitation of the Study .................................................................................................. 5
D. The Formulation of the Study ............................................................................................. 5
E. The Objective of the Study .................................................................................................. 5
F. The Significance of the Study ............................................................................................. 6

**CHAPTER II : THEORETICAL FRAMEWORK** ........................................................................ 7

A. The Passive Voice ............................................................................................................... 7
   1. The Understanding of Passive Voice ............................................................................. 7
   2. Forming the Passive Voice ............................................................................................ 11
B. The Simple Present Tense .................................................................................................. 13
   1. The Definition of Tense ................................................................................................ 13
   2. The Understanding of Simple Present Tense ............................................................. 13
   3. The Form of Simple Present Tense .............................................................................. 14
   4. The Passive Voice of Simple Present Tense ............................................................... 15
C. Games ................................................................................................................................. 16
1. The Definition of Games .......................................................... 16
2. Types of Games ......................................................................... 18
3. The Advantages and Disadvantages of Using Games .............. 21
   a. The Advantages of Using Games ........................................... 21
   b. The Disadvantages of Using Games ..................................... 22
   D. Arrange Word Game ............................................................. 23
   E. Previous study ...................................................................... 25
   F. Conceptual Framework ......................................................... 26

CHAPTER III: RESEARCH METHODOLOGY ........................................ 28
   A. Place and Time of the Research ............................................ 28
   B. Population and Sample ......................................................... 28
   C. Method of the Research ......................................................... 28
   D. Instrument of the Research ................................................... 29
   E. Technique of Data Collection ............................................... 29
   F. Technique of Data Analysis .................................................. 29
   G. Statistical Hypothesis .............................................................. 32

CHAPTER IV: RESEARCH FINDING AND INTERPRETATION .................... 33
   A. Research Finding .................................................................. 33
      1. Data of the Students’ Achievement in Learning Passive Voice
         of Simple Present Tense ....................................................... 33
      2. Test of Hypothesis .............................................................. 41
   B. Interpretation ........................................................................ 42

CHAPTER V: CONCLUSION AND SUGGESTION ................................... 42
   A. Conclusion .............................................................................. 42
   B. Suggestion ............................................................................. 42
BIBLIOGRAPHY ........................................................................................................ 44
APPENDICES ........................................................................................................ 45
LIST OF TABLES

Table 4.1 The Test Result of Experiment Class by using arrange word game technique ................................................................. 33
Table 4.2 Table of Frequency of Gained Score of Experiment Class...................... 35
Table 4.3 The Test Result of Control Class without using game technique.......... 36
Table 4.4 Table of Frequency of Gained Score of Control Class ....................... 38
Table 4.5 Standard Deviation Table ................................................................. 38
# LIST OF APPENDICES

1. Rencana Pelaksanaan Pembelajaran .......................................................... 46
2. Kisi-kisi Instrument of Passive Voice .......................................................... 44
3. The Instrument of Research ......................................................................... 44
4. Answer keys .................................................................................................. 44
5. The Items Analysis ....................................................................................... 44
CHAPTER I
INTRODUCTION

A. The Background of the Study

Language is used to communicate and to convey message from one person to another. By language, people can interact and build good communication among them. People use language to communicate with each other, and they use language to joint an action.

There are many languages used in the world, and one of the languages considered to know is English. In Indonesia, English is one of the subjects that is taught in all levels of education including elementary school, junior high school and senior high school. The main focused of teaching English in Indonesia is that students need to deliver at least four skills, those are writing, listening, speaking and reading. The students should be mastered English components like grammar, semantic, linguistic, syntax etc. Grammar as components of English language should be taught to the students because it has important aspect to increase students’ ability in English.

Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.\(^1\) It means that, grammar is the way of how we create good sentences to make it meaningful. Grammar is the vital object when teaching and learning English. Every student has to know about grammar, because grammar is the core position in learning English. Without learning English grammar, students cannot use English well. For example, students need to know about Tense, they may have some difficulties in learning Present Tense, Past Tense, Future Tense and many others grammar.

One of the tense has to know by students is *Simple Present Tense*. Simple Present Tense is usually used to express an activity that happens at the present and regularly. Simple Present Tense told actions that occur regularly or habitually. It shows activities or an event that is usually happening in time. Simple Present

Tense is used to talk about things that are always generally true. However, Simple Present Tense cannot be separated by its time expressions such as every day, every morning, every afternoon and every night, and cannot be separated by adverbs of frequency such as; always, usually, often, sometimes, seldom and never.

On the other hand, the students have to know about passive voice. Passive is opposites of an active one. In the passive, the object of an active verb becomes the subject of the passive verb. To form the passive voice, we change the object of an active voice sentence into the subject of a passive one. To make it clearly, look up the example below:

The first example is called active voice, because the subject Tom, is the agent of the person who performs the action answering the phone, while the subject at the second one does not do anything, but it receives the action and calls the passive voice. The passive of an active tense is formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the ‘agent’ of the passive verb.

Generally, the student felt confused to change an active voice of simple present tense into a passive voice of simple present tense. As the writer told above, in the passive voice, the object of an active verb becomes the subject of the passive verb. In this case, the passive voice is hard to be understood because of its rule and formula that are dissimilar of an active one. So that, students felt

---

confused, and sometime they made many mistakes in placing an object or a subject.

Most of the students of SMK As-Su‘udiyyah Ciputat are still low understanding the passive voice. Based on the observation of teaching and learning grammar in the classroom, the writer found that teaching and learning in that class made the students bored in the teaching process. According to the students’ confession, the teacher does not teach the student using specific method in teaching grammar, for that the students felt bored and they did not understand the material. The teacher at first directly explained about the definition of passive voice, then showed the pattern and gave some examples of sentence without any stimulus which can make students interest in studying grammar. After presenting, the teacher asked the students to produce the sentence orally, to memorize the form of passive voice for some minute, and to do some exercises. This condition makes students lose interest in learning grammar, particularly passive voice, and it make the students motivation in learning grammar is low primarily passive voice. Based on unstructured interview result with the teacher concerning students’ grammar test, most of students have not information about grammar aspect primarily passive voice, the students have low knowledge in forming good sentence in passive voice of simple present tense. For that, the students fail getting the best score after the teacher gives the students’ test that focused on passive voice of simple present tense.

Based on the discussion above, the writer realize that the students need to be solve by giving them an appropriate techniques related to the students’ condition in the class. The students need to be delivered a technique to make them interest in learning grammar and also to lead them produce a good sentence in the passive voice. Hence, the writer considered one way in teaching passive voice of simple present tense is through game techniques. According to Maritza Maribel Martinez Sanchez, games make the lesson less monotonous, as they provide a great variety of class activities that help to maintain students’ attention and interest in the
language without getting bored. The writer want to apply such game that is call arrange word game. Arrange word game is the game that the words are jumbles. Here, the teacher asks the students to arrange the jumble word into a complete sentence as much as possible. The writer thinks that arrange words game will be very useful to make student understanding in learning passive voice of simple present tense. According to the writer’s experience, the most benefit of the game is enabled students having strong memory in remembering the form passive voice of simple present tense.

---

B. The Identification of the Problems

Based on the background above, the writer want to identify some problems as follows:

1. The students’ are confused of using passive voice especially passive voice of simple present tense.
2. The students are bored in learning English grammar.
3. The students lose interest in learning grammar, particularly passive voice.
4. The teacher does not use specific method in teaching grammar.

C. The Limitation of the Study

The problem of this study was limited on the effectiveness of using arrange word game technique on the students’ mastery on passive voice of simple present tense.

D. The Formulation of the Study

Based on the preceding discussion above, the writer formulated the problem as follow, “Is using arrange word game technique effective on the students’ mastery on passive voice of simple present at the first grade of SMK As-Su’udiyyah?”

E. The Objective of the Study

The objective of this research is to know the effectiveness of using arrange words game technique on the students’ mastery on passive voice of simple present tense.
F. The Significance of the Study

This study is expected to give the contribution to the English teacher, the students, and exclusively to the writer. Furthermore, for the English teacher it is hoped to help him in exploring his teaching technique of English, especially in teaching passive voice of simple present tense. For the students, it is hoped to facilitate them in understanding Passive voice of simple present tense. For the writer it is hoped to enlarge knowledge in teaching English and becomes a basic consideration and information to do further research in the future.
CHAPTER II
THEORETICAL FRAMEWORK

A. The Passive Voice

1. The Understanding of Passive Voice

As stated previously, passive voice is the opposite of active voice in sentence pattern. In the passive voice, the object of an active verb becomes the subject of the passive verb. On the other hand, the object in the active sentence changed into subject position in the passive sentence. Both show different understanding and function and have dissimilar rule in use. In case of this research, there will be only passive voice is explained more rather than one.

There are three ways in forming passive voice. To make it clearly, look up the explanation below:

a. The object in the active sentence moved into subject in position in the passive sentence.

b. The subject moved to the end of the sentence and by was inserted before it the sentence now has an *agent* by phrase.

c. The main verb was changed to its past participle form and the appropriate form of *be* was inserted before it. As example below:

\[ \text{Active Voice} \quad \rightarrow \quad \text{He sings a fine song} \]

\[ \text{Passive Voice} \quad \rightarrow \quad \text{A fine song is sung by him} \]

A verb is said *to be* in the active voice when it expresses an action performed by its subject. A verb is in the passive voice when the action it expresses is performed upon its subject. The object of the active sentence has

---


become the subject of the passive one. The subject of the active sentence is expressed in the passive sentence only in prepositional phrase. In fact, it can be omitted from the passive sentence altogether. The verb in a passive sentence is always a verb phrase that includes a form of the verb *be* and the past participle of the main verb. If other helping verbs appear in the active sentence, they must also be included in the passive. Here some examples that are related active and passive sentences:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rudy buys an English book</td>
<td>The fish was eaten by cat</td>
</tr>
<tr>
<td>An English book is bought by Rudy</td>
<td></td>
</tr>
<tr>
<td>Cat ate the fish</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the sentence above, *Rudy* and *Cat* are the subjects who perform the action which is *buys and ate*. However, it will be different if the active sentence above changed into the passive one. *Rudy* and *Cat* are the subject of active sentence will become an object who receives the action or in other words, it can be said that the action it expresses which is *buys and ate* are performed upon its subject which is *Rudy* and *Cat*.

Every sentence, at least, contains of a subject and a verb. Based on the explanation above, a sentence which has no object, or it is usually called

---

intransitive, will not be able to be turned into passive voice. This occurs because in passive sentence, its subject is derived from the object of active sentence. As what Azar writes, “Only transitive verbs are used in the passive. It is not possible to use intransitive verbs in the passive”.  

The following table is the passive occurs in all tenses, with all the verb phrase combination, for example:

<table>
<thead>
<tr>
<th>No</th>
<th>Tenses</th>
<th>Active</th>
<th>Passive</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simple present</td>
<td>Mary helps the boy</td>
<td>The boy is helped by Mary</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Present progressive</td>
<td>Mary is helping the boy</td>
<td>The boy is being helped by Mary</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Present perfect</td>
<td>Mary has helped the boy</td>
<td>The boy has been helped by Mary</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Simple past</td>
<td>Mary helped the boy</td>
<td>The boy was helped by Mary</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Past progressive</td>
<td>Mary was helping the boy</td>
<td>The boy was being helped by Mary</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Past perfect</td>
<td>Mary had helped the boy</td>
<td>The boy had been helped by Mary</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Simple future</td>
<td>Mary will help the boy</td>
<td>The boy will be helped by Mary</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Be going to</td>
<td>Mary is going to help the boy</td>
<td>The boy is going to be helped by Mary</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Future perfect</td>
<td>Mary will have helped the boy</td>
<td>The boy will have been helped by Mary</td>
<td></td>
</tr>
</tbody>
</table>

---


From the examples above, the writer concludes that every tense has different form. The form simple present is **be + past participle**, the form of present progressive is **be + being + past participle**, the form of present perfect is **has/have + been + past participle**, the form of simple past is **was/ware + past participle**, the form of past progressive is **was/were + being + past participle**, the form of past perfect is **had + been + past participle**, the form of simple future is **will/going to + be + past participle**, and the form of future perfect is **will + have + been + past participle**.

Passive voice has two types; they are passive **without agent by (short passive)** and passive **with agent by**. Usually the passive is used without agent by. The passive is most frequently used when it is not known or not important to know exactly who perform an action. Passive without agent by – phrase is also called **short passive**. There are many reasons why a native speaker may decide to use **short passives** in speech and writing includes the following:

a. The most obvious reason for not including the agent is that the speaker does not know who the agent is. **For example**: “His car was stolen in Detroit”

b. The speaker does not want to reveal who the agent is. For example, he or she may use the agentless passive to avoid assigning blame, as in: “Rather than dwelling unnecessary on the causes of this fiasco, let’s just say that mistakes were made.”

c. The identity of the agent can be assumed or understood, so it is not necessary to mention the agent. **For example**: “Our grapes are usually harvested in late August.”

d. The speaker is interested more in the action being reported than in the agent that carries it out. **For example**: “The animals were first given a cue for an orientation, and then a series of grating was presented”.

---


Furthermore, *passive* with agent *by* – phrase *by* – phrase is included only if it is important to know who perform an action. For example:

“That poem was written by Emily Dickenson.”

The example above can be told that the agent of the poet writer, where the sentence *by Emily Dickenson* is an important information. Emily Dickenson in become the object of the passive voice. Another else, subject of passive sentences in the corresponding active sentence may be:

- Direct object: *The professor was dismissed by the dean*
- Indirect object: *Suzy was given many presents by her father*
- Object of preposition: *This bed has been slept in by president*
- Object complement: *That he had special privileges was resented by everyone*

2. **Forming the Passive Voice**

The passive voice is formed of to be+ past participle/Verb 3. Betty SchrampherAzar stated that, the passive voice is formed by using the appropriate form of the verb be: *am, is, are, was, were, been* and *being* with the *past participle* of the main verb. So that, it can be said that:

- a. The passive voice is formed with to be.
- b. The passive voice uses *verb 3or past participle*.
- c. Only the verbs which are transitive in the active can be constructed in the passive.
- d. The agent, is expressed by a prepositional phrase with by, but if it should be used.

Passive voice can be presented in affirmative sentence, negative sentence and interrogative sentence. Each of them has rules and formula in forming the

---

change to the passive voice. To make it clearly, look up the form of passive voice bellow:

a. To make passive voice in affirmative or positive sentence, we can used this formula:
   \[ \text{Subject} + \text{to be} + \text{past participle} + \text{agent by} \]

b. To make passive voice in negative sentence, we can used the following formula.
   \[ \text{Subject} + \text{to be} + \text{not} + \text{past participle} + \text{agent by} \]

c. To make passive voice in interrogative sentence, the following formula is used.
   \[ \text{To be} + \text{subject} + \text{past participle} + \text{agent by} \]

The formulas above are used in making passive voice based on the form that we want to make. Each of them has the rules to indicate that the sentence is passive. The following are the examples of transformation of the active voice and passive voice:

<table>
<thead>
<tr>
<th>Form</th>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>Rudy reads a book</td>
<td>A book is read by Rudy</td>
</tr>
<tr>
<td>Negative</td>
<td>Rudy does not read a book</td>
<td>A book is not read by Rudy</td>
</tr>
<tr>
<td>Interrogative</td>
<td>Does Rudy read a book</td>
<td>Is a book read by Rudy</td>
</tr>
</tbody>
</table>

From the table above, it can be concluded that the form of passive voice is firstly by changing the position of the subject and object of the sentence and then by attaching \textit{to be} and \textit{past participle} after the subject of the passive sentence. In the example of affirmative sentence is changed into the active voice it is stated “\textit{Rudy reads a book}” and when this sentence is changed into the passive voice, it becomes “\textit{A book is read by Rudy}”. The subject of active voice “\textit{Rudy}” becomes the object in passive voice, meanwhile the object of active voice “\textit{a book}” becomes the subject of passive voice. Furthermore, it is added by \textit{to be (is)} after
the subject “a book” and the infinitive verb “read” becomes past participle “read”.

B. The Simple Present Tense

1. The Definition of Tense

The term tense is derived ultimately from the Latin word “Tempus” meaning “Time”. Richard Veit said that, tense is frequently described as the property that relates to the time. It means that, tense is widely used to describe an action based on the time related.

Furthermore, Michael Swan stated, “the forms which show differences in time are called tense”. In other words, tense is a verb form or series of verb form. To make it clearly, there are some functions of tense:

a. To indicate whether an action is in past, present, or future.
b. To indicate whether an action is complete or not
c. To indicate whether an action in progress or not
d. Tense in verbs expresses the time that an action occurs in relation to the moment of peaking. It has three dimensions, they are present, past, and future.

Based on the explanation above, it can be concluded that tense has some functions. It relates to the time of the action done, whether indicate complete action or not, and whether an action in progress or not.

2. The Understanding of Simple Present Tense

Simple present tense expressed the action at the present. According to Ron Cowan, present tense expresses states, and habitual action. It means that simple present tense can widely describe habits, routines, or events that happen regularly. Moreover, it can also express opinions or make general statement or fact.

Usually, the students make a mistake about present tense and present progressive tense. The present tense does not really describe about present action but it is permanent or habitual. Present tense is habitual action and general truth not necessary now. Whereas, present progressive tense is real present, it is happen now at the moment.
Furthermore, the verb in simple present tense is added *s* or *es* when the subject is the third person singular number, for instance: *he, she,* and *it.* The present tense is the only tense that use form distinction. The distinction is the third person singular is added *s* or *es.* The form of present tense is *he, she it*+verb add *s* or *es,* and *I, you, we, they*+simple form of verb.

Moreover, present tense which use the auxiliary verbs such as: *can,* *may* and *must,* do not placed *s* in the third person singular. Look up the examples bellow:

*Joni can answer teacher question*

*Henry must go home after finishing her study at the University*

The presents tense is explains which an action is done frequently, habitually, or an action has not a relation with the time tomorrow and yesterday but it uses this tense such as: everyday, everyweek, always and sometimes.

3. The form of Simple Present Tense

In this case, the writer takes four form of simple present tense. They are positive, negative, Y/N question and W/H question. Each of them will describe in the table below:

a. Positive:

<table>
<thead>
<tr>
<th>Table 2.2</th>
<th>Form of Simple Present Tense in Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S(I, You, We, They) + Simple form of verb</strong></td>
<td></td>
</tr>
<tr>
<td><strong>S (He, She, He, It) + s or es</strong></td>
<td></td>
</tr>
<tr>
<td><strong>S + be (am, is, are) + adjective/adverb</strong></td>
<td></td>
</tr>
</tbody>
</table>

For example:

a. You give me a letter

b. Yudi goes to Bali

c. I am handsome

b. Negative:
Table 2.3
Form of Simple Present Tense in Negative

<table>
<thead>
<tr>
<th>S(I, You, We, They)</th>
<th>Do Not + Simple form of verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>S (He, She, He, It)</td>
<td>Does Not + Simple form of verb</td>
</tr>
<tr>
<td></td>
<td>S + be (am, is, are) + not + adjective/adverb</td>
</tr>
</tbody>
</table>

For example:

a. We do not buy fruit in the market
b. He does not study hard for semester
c. You are not kind man

c. Y/N question

Table 2.4
Form of Simple Present Tense in Y/N Question

<table>
<thead>
<tr>
<th>Do/Do Not</th>
<th>S + V1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does/Does Not</td>
<td>S + V1</td>
</tr>
<tr>
<td>(am, is, are) + S + adjective/adverb</td>
<td></td>
</tr>
</tbody>
</table>

For example:

a. Do you study English
b. Does not Rita live in the hotel
c. Am I a clever boy
d. W/H question

Table 2.5
Form of Simple Present Tense in W/H Question

| Question Word | Do/Does/Don’t/Doesn’t + I, You, We, They, He, She, It + V1 |

For example:

a. Why do you choose this University for your study?
b. Why doesn’t Agi drink his medicine?

4. The Passive Voice of Simple Present Tense

The passive voice of simple present tense can be used in affirmative, negative, and interrogative forms. It can be see at the following explanation:
a. To make a passive voice of present tense using affirmative form in a sentence used this formula: subject + to be (as, is, are) + past participle (V3) + by + agent.

Example: An English grammar is written by Betty SchrampferAzar

I am given books by Andrea

b. To make a passive voice of present tense using negative form in a sentence, used this formula: subject + to be (as, is, are) + not + past participle (V3) + by + agent.

Example: An English grammar is not written by Betty SchrampferAzar

I am not given books by Andrea

c. To make passive voice of present tense using interrogative in a sentence, used this formula: to be (as, is, are) + subject + past participle (V3) + by + agent.

Example: Is an English grammar is written by Betty SchrampferAzar

Am I given books by Andrea

All of the subjects in those formulations are taken from the object of the active sentence. In addition, the usage of be which are used there must appropriate with the subject of passive voice whether is singular or plural. If the subject is first person singular it uses am, if the subject is third person singular it uses is, and if the subject plural is used are.

C. Games

1. The Definition of games

Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other. It means that any activity which is interesting, sometimes challenging, and which can make the students enjoy playing and interacting each other can be called a game. Game is an activity with rules, a goal and an element of fun.11

11Jill Hadfield, Advanced Communicative Games, (Hong Kong: Nelson House, 1987), P.iii
According to the article which is written by Wolfgang Kramer “In the German language, a game is any activity which is executed only for pleasure and without conscious purpose. In this definition every activity that brings pleasure is a game.” Sometime teaching English grammar can be hard going for the teacher and students. It doesn’t have to be difficult of faithful, however. English teacher can teach English using fun, attractive, and communicative games. This way makes the students willing to learn English grammar.

Enjoyment of games is not restricted by age. Some individuals, regardless of age, may be less fond of games than others. But so much depends on the appropriateness of the games and the role. Young learner and adult are very willing to play games. In addition, by using the game, the teacher can create the attractive and fun situation, if the teacher can create situations like those suggested above, such students will find themselves drawn into an atmosphere in which they can forget about their lack of confidence and begin to take part alongside the less shy or the more competent students.

Furthermore, the objective of games must be clear that the students know what they are expected to do in the activities. Sometimes the teachers use a strategy in playing game to make them interesting. It is according to *Oxford Learner’s Pocket Dictionary*, game is “a secret plan or trick.” It means that the teachers can make the games more interesting by tricks. They can also have an unlimited goal as a secret plan that is the grammar item to be acquired by the students, if it is connected to the language teaching activity.

Many games cause as much use of particular language items as more conventional drill exercises; some game do not. What matters, however, is the quality of practice. The contribution of drill exercises lies in the concentration on a language form and its frequent occurrence during a limited period of time. Many

---

12 Wolfgang Kramer, *what is a Game*. This article is accessed on October 29, 2008 from http://www.thegamesjournal.com/articles/WhatIsAGames.html


games similarly provide repeated occurrence and use of a particular language form. By making language convey information and opinion, games provide the key feature of ‘drill’ with the added opportunity to sense the working of languages as living communication. Games involve the emotions, and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drill.

To use games in language teaching learning activity effectively and successfully, as the teacher of English, we should think carefully about the selection of games we want to implement at the classroom. There are so many games can be used in teaching grammar. Therefore, in this paper the writer only uses one game, it is arrange word game.

2. Types of Games

There are many types of games that are experts stated for teaching and learning foreign language. According to Andrew Wright, there are eight main games in language learning such as:

a. Icebreakers and warmer

Before beginning of the lesson, the teacher can do ice breaker games with a new class and warmer. Games and playfulness as a way of warming people and helping them to focus their minds.

b. Mainly speaking

The games in this section offer a reason for speaking, and thus they can give learners a confirmation and confidence resulting from the successful use of the language or a warning signal on the unsuccessful use of the language.

c. Mainly listening

This game is used for non-verbal response, that is to say, ‘listen and do’. The ‘doing’ shows, in a fair and accurate way, the extent to which the learner has listened and understood.
d. Mainly writing
The games in this section assume the close relationship between form and communicative purpose.

e. Mainly reading
Two important skills are concentrated on this game, namely skimming for gist, when the learner finds out at speed what content a text contains, and scanning, when they search a text for some particular item.

f. Mainly vocabulary and spelling
The aim of this section is to help the learner experience the meanings of the words in contexts. Occasionally, it may be necessary to draw attention to the form of a word as well as its meaning.

g. Mainly grammar
The games in this section focus on particular points of grammar and give the learner the opportunity to experience the language in use in contexts that are meaningful and enjoyable, and to practice using them over and over again.

h. Solo games
This game is helpful to give the learners an opportunity to experience how to select and apply different types of game to suit their specific needs.15

Moreover, Andrew Wright has stated in his book there are seven types of game, as follow:

a. Care and share
*Caring and sharing game include all those games in which the learner feels comfortable while sharing personal information with other learner.

b. Do: Move, mime, draw, obey
The learner is expected to do something non-verbally in response to a read or a heard text.

---

15Wright, *Games for...,* p. 11 - 171
c. **Identify: Discriminate, guess, speculate**

The learner is challenged to identify something which is difficult to identify or to hypothesis about something which is then compared with the facts.

d. **Describe**

The learner is challenged to describe something to another learner, by speaking or writing.

e. **Connect: Compare, match, group**

The learner is challenged to connect, compare match, or group various items of information, perhaps pictures or texts, objectively or subjectively. He or she uses language to describe or comment on the pairs or groups of information.

f. **Order**

The learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or to put texts, pictures, objects, into a development sequence, also subjectively or objectively.

g. **Remember**

The learner tries to remember something and then communicate what he or she has remembered.

h. **Create**

The learner is challenged or invited to make a story, write a poem or produce some kind of material using their imagination.\(^{16}\)

In sums up, games are any kind of the interesting activities, sometimes challenging, which have rule – even the simple one and can be done in the classroom and accommodate the lesson that make pleasant atmosphere that students enjoy being involved in and motivated.

\(^{16}\)Wright, *Games for...,* p. 4-5
3. The Advantages and Disadvantages of Using Games

a. The Advantages of Using Games

According to Kim, the advantages of using games in the classroom, such as:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills—speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.¹⁷

On the other hand, Langeling and Malarcher stated that, there are many advantages of using games in the classroom, as follow:

1. Encourage creative and spontaneous use of language.
2. Promotes communicative competence.
3. Motivates.
5. Easily adjusted for age, level, and interest.
6. Utilizes all four skills.²⁸

From the advantages of using games in English language learning above the writer concludes that the advantages of using games in classroom will help reduce students’ boredom in learning language and will improve students’ interest and motivates in learning English language. The most importantly, game will make students fell enjoy and comfortable during teaching and learning process. Games also can make the students creative and they will spontaneous using English language. Moreover, games not only used by students in low level, but also

¹⁷Lee Su Kim, "Creative Games for the Language Class" "Forum" Vol.33, No.1, January—March 1995, p.35.
²⁸M. Martha Lengeling and Casey Malarcher, "From Index Cards: A Natural Resource for Teachers", "Forum" Vol.35, No.4, October—December 1997, p.42.
games can be best for students in all level and all skills in learning English language.

b. The Disadvantage of Using Games

However, using games have some disadvantages in teaching and learning English, as follows:

1. If the game is simple for fun and not linked to educational goals it may not the best use of your time.
2. Using games in the classroom sometime fails due to the lack of cooperation among members of the class.
3. While playing games, students usually speak in their mother tongue to discuss instead of the language they are learning.¹⁹

On the other hand, Stephen Mark Silver stated that “many teachers still feel that games should be used only for a short time, to give the class a break from the monotony of drilling, and some teacher consider games a merely frivolous activity.”²⁰

From the statement above, the writer conclude that disadvantages of using game in learning language can be occurred in teaching and learning English language. Most teacher uses game only for a part of time, and some teacher consider games a merely frivolous activity, game usually makes a noise. Besides it, games are hard to apply in a big class because some the materials can not be communicated using game.


D. Arrage Word Game

According to Elayne Masters, teachers can fill a vocabulary lesson plan with a variety of learning resources, including games, workshops, and other activities. The goal is to make learning vocabulary fun.21 This statement inspired the writer to make a game for language teaching.

As it has already been mentioned in the first chapter, one of the games that the writer has made is “arrange word game”. Arrange word game is the game which the words are jumbles, and the teacher asks the students to arrange the jumble word into a complete sentence as much as possible.

The writer think, this game is very useful for making students’ easy understanding the passive voice simple present tense. To make it clearly the writer tries to make the procedures in using arrange word game as follow:

a. Firstly, the teacher explains passive voice of simple present tense by which give some formula to make them understand how to arrange games based on the alternative given.

b. The teacher asks the student whether the students have any question or not.

c. The teacher presents many jumble words to the students, which is maintained to avoid students error while done the assignment as example bellow:

1. The fish \_\_\_\_\_\_ by \_\_\_\_\_\_ cat \_\_\_\_\_\_ eaten
   \_\_\_\_\_\_ is

2. blown \_\_\_\_\_\_ by \_\_\_\_\_\_ is
   policeman

21Elayne Masters, Create Fun Vocabulary Lesson with Word Game. This article is accessed on December01, 2008 from http://www.suite101.com/content/create-fun-vocabulary-lessons-with-word-games-a81517
d. The teacher asks the students to arrange those jumble words into five sentences (or more) in passive voice of simple present tense.

e. Then the students arrange those jumble words into five complete sentences in passive voice of present tense, as example bellow:

1) The fish is eaten by a cat (POSITIVE +)

2) A whistle is blown by the policeman (POSITIVE +)

3) The girl is hugged by her mother (POSITIVE +)

4) The door is not opened by the father (NEGATIVE -)

5) The girl is hugged by her mother (POSITIVE +)
5). Is the book read by me? (INTROGATIVE ?)

f. After finishing, the students collect their assignment to the teacher.
g. Then the teacher corrects the student’s assignment.
h. At the end in collecting the answer, the teacher concludes the lesson, and shows them the right answer.

E. Previous Study

The study dealing with this study was done by HijriRahman on his study entitled improving students’ understanding in learning passive voice of present continuous tense through arrange word game. The short explanations of his study to know how can arrange word game increase students’ understanding in learning passive voice of present continuous. HijriRahman conducted a classroom action research on improving students’ understanding in passive voice by using arrange word game technique. Hijri focused on students’ understanding in passive voice of present continuous tense. The purpose of this study was to know how much arrange word game can improve the students’ understanding passive voice of present continuous tense.

In collecting the data, the writer used pre-test and post-test, observation and interview as an instrument to obtain the data. The method was used by the writer is classroom action research (CAR). The result of this study is showed that teaching passive voice of present continuous tense with CAR is success. It could be seen that most of students’ felt motivated in learning passive voice of present continuous tense after the implementation of arrange word game in the teaching learning process. The students’ high motivation automatically affects their understanding to the passive voice of present continuous tense. Some of them could remember the formula of passive voice present continuous tense easier than before. Hijri stated that the students’ ability in doing the exercise of passive voice
present continuous tense shown a good improvement. Beside of that, Students realized that the teaching learning process was better after the implementation of arrange word game.

F. Conceptual Framework

Learning English language is needed a hard work, an appropriate strategies and methods. The teacher should realize that learners make efforts to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Nowadays, a communicative and an interactive approach are a common base of different methods in language education.

In teaching passive voice we should use good strategy to make students interest and fun during the teaching and learning process. A good strategy will not make the students feeling bored in learning English grammar and they can understand the material easily. The writer will use games technique as an approach of teaching and learning process in teaching passive voice of simple present tense. Games means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Using game in teaching learning activity will make the students more interested and motivated in learning English language. Therefore, they can feel happy and can understand easily the material.

One of the games that the writer has made is “arrange word game”. Arrange word game is the game which the words are jumbles, and the teacher asks the students to arrange the jumble word into a complete sentence as much as possible. The writer thinks this game will be very useful for making student easy understand in learning English language. The writer has used this game in two schools that the writer has taught in it. And the writer thinks this game will make first grade student of SMK AsSu’udiyyahCiiputateasy to understand passive voice of simple present tense. According to the writer’s experience the most benefit of

---

22 Wright, *loc. cit.*
this game enables the students to have strong memory in remembering the form of passive voice of simple present tense, and they will not forget the form of passive voice of simple present tense.

The writer thinks that it is necessary to find out an alternative way to create suitable and interesting techniques related to students’ condition. Therefore, the students’ grammar comprehension needs to be developed. In this research, the writer focuses on passive voice of simple present tense. It is based on the recommendation from the teacher. That is why the writer tries to find out an appropriate strategy to increase students’ grammar understanding better that is through arrange word game which considered as one way of grammar comprehension techniques toward passive voice of simple present tense. Here, the writer’s basic assumption is students need to learn how to make a sentence of passive voice of simple present tense by finding jumble words and arrange them intro many sentences of passive voice of simple present tense to make easy their understanding.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was held at SMK As-Su’udiyyah Ciputat which is located at Jl. Wr, Supratman No.7 Ciputat Timur – Tangerang Selatan. The writer begins the research on August 2014.

B. Population and Sample

For the population of this research, the writer took the first grade of students at SMK As-Su’udiyyah Ciputat. The first grade students are consist of two class, namely class X-MM1 and X-MM2. The writer took two classes as a sample of the research. In this research the writer use a simple random sampling which all of the population cold have the equal probability to be subject of the research to represent the population of the research, according to Suharsimi Arikunto said that it means the researcher takes sampling by doing lottery in all population, each subjects are numbered in series based on name alphabets or first number in series, using rolled paper contained of number, subject number, as in lottery technique commonly known. Therefore, the writer chose X-MM1 contained 25 students as experiment class and X-MM2 contained 26 students as controlled class because the conversation’s teacher asked the writer to use those classes. The X-MM1 students was taught passive voice of simple present tense and the X-MM2 students was taught using conventional techniques.

C. Method of the Research

In this research, the writer used experimental research. The writer taught passive voice of simple present tense in two different class using two different techniques. In the experiment class, the writer taught passive voice of simple present tense using arrange words game technique and the control class using

---

1 Suharsimi Arikunto, Manajemen Penelitian (Jakarta, Renike Cipta, 2007), p. 95-96.
conventional techniques. After teaching with different technique for couple week the writer gave the students test to know the students’ mastery on passive voice of simple present tense in both classes.

D. Instrument of the Research

In choosing the test, the writer used pre-test and post-test in form of multiple-choice item. At the first time, the test consisted of 25 items. After the writer gave the test of validity to know the category of the instrument, the writer only took 20 items test. The writer only took the test in multiple-choice which consist of 20 items. The test is made to measure the students’ achievement of passive voice of simple present tense at the first grade of Senior High School.

E. Techniques of Data Collection

In collecting data, the writer used some techniques that related to the teaching passive voice of simple present tense by using arrange words game technique. Firstly, the writer gave pre-test to know students’ mastery of passive voice of simple present tense. The pre-test is given before the writer taught the students by using arrange words game technique and the test was given into multiple-choice form. Secondly, the writer gave the students post-test after the writer taught them passive voice of simple present tense by using arrange words game technique to know the students’ achievement of passive voice of simple present tense.

F. The Technique of Data Analysis

After collecting the data the writer analyzed the data by using statistical calculation. The writer compared the score between experimental class and control class. To find out the differences of students’ score, the writer used statistical calculation of the “t” test.² Before using the t-test formula, the writer has

to find out the standard deviation of the variable and standard error mean of variable by using formula as follow:

a. Determining Mean of variable $X$, with formula:

$$ M_{X} = \frac{\Sigma X}{N} $$

$M_{X}=$the average of gained score (mean of variable $X$)

$\Sigma X$=sum of gained score (variable $X$)

$N=$ number of the students

b. Determining Mean of variable $Y$, with formula:

$$ M_{Y} = \frac{\Sigma Y}{N} $$

$M_{Y}=$the average of gained score (mean of variable $Y$)

$\Sigma Y$=sum of gained score (variable $Y$)

$N=$ number of the students

c. Determining of Standard of Deviation score of Variable $X$, with formula:

$$ S_{X} = \sqrt{\frac{\Sigma X^2}{N}} $$

$SD_{X}=$Standard Deviation score of Variable $X$

$\Sigma X^2$ =Sum of squared gained score (Variable $X$)

$N =$Number of the students

d. Determining Standard Deviation Score of Variable $Y$, with formula:

$$ SD_{Y} = \sqrt{\frac{\Sigma Y^2}{N}} $$

$SD_{Y}=$Standard Deviation score of Variable $Y$

$\Sigma Y^2$ =Sum of squared gained score (Variable $Y$)

$N =$Number of the students

e. Determining Standard Error Mean of Variable $X$, with formula:
Standard Error Mean of Variable X

\[ SE_{MX} = \frac{S\square x}{\sqrt{N - 1}} \]

\( SE_{MX} \) = Standard Error Mean of Variable X

\( S\square x \) = Standard Deviation of Variable X

\( N \) = Number of the students

f. Determining Standard Error Mean of Variable Y, with formula:

\[ SE_{MY} = \frac{SD_y}{\sqrt{N - 1}} \]

\( SE_{MY} \) = Standard Error Mean of Variable Y

\( SD_y \) = Standard Deviation of Variable Y

\( N \) = Number of the students

g. Determining Standard Error Mean of Difference Mean of variable X and Mean of Variable Y, with formula:

\[ SE_{MX-MY} = \sqrt{SE_{Mx}^2 + SE_{My}^2} \]

\( SE_{MX-MY} \) = Standard error of difference mean of variable X and mean of variable Y

\( SE_{Mx}^2 \) = Sum of squared standard error mean of variable X

\( SE_{My}^2 \) = Sum of squared standard error mean of variable Y

h. Determining \( t_0 \) with formula:

\[ t_0 = \frac{Mx - My}{SE_{MX-MY}} \]

i. Determining t-table in significant level 5% and 1% with df.

\[ df = (N1 + N2) - 2 \]

\( df \) = Degree of freedom

\( N1 \) = Number of students (control class)

\( N2 \) = Number of students (experiment class)
G. Statistical Hypotheses

The statistical hypothesis of this study will be formulated as follow:

$H_a$: There is a significant improvement between students that using arrange word game in teaching passive voice and without arrange word game.

$H_0$: There is no significant improvement between students that using arrange word game.

$H_a: \mu_1 > \mu_2$

$H_0: \mu_1 \leq \mu_2$

And then, the criteria used as follows:

1. If $t$-test ($t_o$) $>$ $t$-table ($t_t$) in significant degree of 0.05, $H_0$ (the null hypothesis) is accepted. It means that the rates of the means score of the experimental group are same as or lower than the controlled group. The using of arrange word game is not effective in teaching passive voice of simple present tense.

2. If $t$-test ($t_o$) $\leq$ $t$-table ($t_t$) in significant degree of 0.05, $H_0$ (null hypothesis) is rejected. It means that the rates of means score of the experimental group are higher than the controlled group. The using of arrange word game is effective in teaching passive voice of simple present tense.
CHAPTER IV
RESEARCH FINDINGS AND INTERPRETATION

A. Research Findings
1. Data of the Students’ Achievement in Learning Passive Voice of Simple Present Tense.

The data of students’ achievement was divided into two kinds, namely the data in experiment class and the data in control class, which was gained from pre-test and post-test that was applied in both of class. The writer got the data from the test questions of the experimental class and controlled class. In this section the writer presented the students score each class. The data were shown below:

Table 4.1
The Test Result of Experiment Class by Using Arrange Word Game Technique

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained Score (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>95</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>85</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>60*</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>55</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>45</td>
<td>75</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>30</td>
<td>65*</td>
<td>35</td>
</tr>
<tr>
<td>10</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>55</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>60</td>
<td>65*</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>55</td>
<td>70*</td>
<td>15</td>
</tr>
<tr>
<td>14</td>
<td>55</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
<td>75</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>45</td>
<td>65*</td>
<td>20</td>
</tr>
<tr>
<td>17</td>
<td>40</td>
<td>70*</td>
<td>30</td>
</tr>
</tbody>
</table>
The Table 4.1 above informs that in control class, in pre-test there was one student who got score 30, one students who got score 40, three students who got score 45, two students who got score 50, fifth students who got score 55, six student who got score 60, four students who got score 65, one students who got score 70 and one students who got score 75.

In post-test, their scores were higher than pre-test. It can be seen that the highest score in post-test was 95 and there two student who got it. Then there were ninth student who got the lowest score less from KKM. One student who got score 60, five students who got score 65, and three students who got score 70.

From the table presented above the writer can conclude the experiment class (learning passive voice of simple present tense using arranges word game) got the higher score than the control class (without using arranges word game technique when they learnt passive voice of simple present tense.

**Ratio Scale of Gained Scored**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>65</td>
<td>90</td>
<td>25</td>
</tr>
<tr>
<td>19</td>
<td>55</td>
<td>80</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>60</td>
<td>70*</td>
<td>10</td>
</tr>
<tr>
<td>21</td>
<td>70</td>
<td>90</td>
<td>20</td>
</tr>
<tr>
<td>22</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>23</td>
<td>45</td>
<td>65*</td>
<td>20</td>
</tr>
<tr>
<td>24</td>
<td>60</td>
<td>85</td>
<td>25</td>
</tr>
<tr>
<td>25</td>
<td>60</td>
<td>95</td>
<td>35</td>
</tr>
</tbody>
</table>

Note: *students who got lowest score less from KKM

The higher score (H) : 35
The lowest score (L) : 5
Range  = H – L = 35 – 5 = 30
Class  = 1+3.3 log n
=1+3.3 \log 25
=5.61

Interval = \frac{30 - 6}{6} = 5

Table 4.2
Table of Frequency of Gained Score of the Experiment Class

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-9</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>10-14</td>
<td>4</td>
<td>16%</td>
</tr>
<tr>
<td>15-19</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>20-24</td>
<td>8</td>
<td>32%</td>
</tr>
<tr>
<td>25-29</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>30-35</td>
<td>4</td>
<td>16%</td>
</tr>
</tbody>
</table>

From the table above, it can be shown that most of students got gained score in the interval 20—24. In other word there were 32% students who got gained score between 20 up to 24. In the experiment class the higher gained score was 35 and the lowest was 5.

Table 4.3
The Test Result of Control Class without Using Game Technique (Y)

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained Score (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>55</td>
<td>70*</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>55</td>
<td>65*</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>65*</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>30</td>
<td>40*</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>55</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>65*</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>65</td>
<td>70*</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>60</td>
<td>70*</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>40</td>
<td>65*</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>65</td>
<td>70*</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>50</td>
<td>60*</td>
<td>10</td>
</tr>
<tr>
<td>17</td>
<td>45</td>
<td>75</td>
<td>30</td>
</tr>
<tr>
<td>18</td>
<td>60</td>
<td>60*</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>35</td>
<td>50*</td>
<td>15</td>
</tr>
<tr>
<td>20</td>
<td>50</td>
<td>60*</td>
<td>10</td>
</tr>
<tr>
<td>21</td>
<td>65</td>
<td>70*</td>
<td>10</td>
</tr>
<tr>
<td>22</td>
<td>55</td>
<td>65*</td>
<td>10</td>
</tr>
<tr>
<td>23</td>
<td>50</td>
<td>65*</td>
<td>15</td>
</tr>
<tr>
<td>24</td>
<td>30</td>
<td>55*</td>
<td>25</td>
</tr>
<tr>
<td>25</td>
<td>40</td>
<td>55*</td>
<td>15</td>
</tr>
</tbody>
</table>

Note: *students who got lowest score less from KKM

Table 4.3 above informs that in control class, in pre-test there were two students who got score 30, one students who got score 35, two students who got score 40, one students who got score 45, fifth students who got score 50, four students who got score 55, three students who got score 60, three students who got score 65, one student who got score 70 and one student who got score 75.

In post-test, their scores were higher than pre-test. It can be seen that the highest score in post-test was 80 and there were three students who got it. Then there were nineteen student who got the lowest score less from KKM. One students who got score 40, one student who got score 50, and two students who got score 55, four students who got score 60, six students who got score 65 and fifth students who got score 70.

From the table presented above the writer can conclude the experiment class (learning passive voice of simple present tense using game arrange word game) got
the higher score than the control class (without using arrange words game technique when they learnt passive voice of simple present tense).

As mentioned before, that in analyzing the data from the result of pre-test and post-test, the writer used statistic calculation of the t-test formula with the degree of significance 5% and 1%.

**Ratio Scale of Gained Score**

0, 5, 5, 5, 5, 5, 10, 10, 10, 10, 10, 10, 10, 15, 15, 15, 15, 15, 20, 20, 20, 20, 25, 25, 35

The higher score (H) : 30

The lowest score (L) : 0

Range = H – L = 3 – 0 = 30

Class = 1+3.3 log n

=1+3.3 log 25

=5.61

Interval = \( \frac{R}{K} = \frac{30}{6} = 5 \)

<table>
<thead>
<tr>
<th>Table 4.4</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interval Gained score of Control Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0—4</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>5—9</td>
<td>4</td>
<td>16%</td>
</tr>
<tr>
<td>10—14</td>
<td>8</td>
<td>32%</td>
</tr>
<tr>
<td>15—19</td>
<td>6</td>
<td>24%</td>
</tr>
<tr>
<td>20—24</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>25—30</td>
<td>4</td>
<td>14%</td>
</tr>
</tbody>
</table>

From the table above, it can be shown that most of students got score in the interval 10—14. In other word there were 32% students who got score between 10 into 14. The students who got gained score in the interval 15—19 were six students,
students who got gained score in the interval 20—24 were two students, students who got gained score in the interval 25—30 were four student. In the control class the lowest gained score was 0 and the higher gained score was 30.

Table 4.5 Standard Deviation Table

<table>
<thead>
<tr>
<th>Students</th>
<th>X</th>
<th>Y</th>
<th>x</th>
<th>y</th>
<th>x²</th>
<th>y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35</td>
<td>25</td>
<td>14.6</td>
<td>11.6</td>
<td>213.16</td>
<td>134.56</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>15</td>
<td>-0.4</td>
<td>1.6</td>
<td>0.16</td>
<td>2.56</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>20</td>
<td>-5.4</td>
<td>6.6</td>
<td>29.16</td>
<td>43.56</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>10</td>
<td>4.6</td>
<td>-3.4</td>
<td>21.16</td>
<td>11.56</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>15</td>
<td>-10.4</td>
<td>1.6</td>
<td>108.16</td>
<td>2.56</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
<td>10</td>
<td>-0.4</td>
<td>-3.4</td>
<td>0.16</td>
<td>11.56</td>
</tr>
<tr>
<td>7</td>
<td>20</td>
<td>20</td>
<td>-0.4</td>
<td>6.6</td>
<td>0.16</td>
<td>43.56</td>
</tr>
<tr>
<td>8</td>
<td>30</td>
<td>5</td>
<td>9.6</td>
<td>-8.4</td>
<td>92.16</td>
<td>70.56</td>
</tr>
<tr>
<td>9</td>
<td>35</td>
<td>15</td>
<td>14.6</td>
<td>1.6</td>
<td>213.16</td>
<td>2.56</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>5</td>
<td>-10.4</td>
<td>-8.4</td>
<td>108.16</td>
<td>70.56</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
<td>10</td>
<td>-0.4</td>
<td>-3.4</td>
<td>0.16</td>
<td>11.56</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>25</td>
<td>-15.4</td>
<td>11.6</td>
<td>237.16</td>
<td>134.56</td>
</tr>
<tr>
<td>13</td>
<td>15</td>
<td>5</td>
<td>-5.4</td>
<td>-8.4</td>
<td>29.16</td>
<td>70.56</td>
</tr>
<tr>
<td>14</td>
<td>20</td>
<td>5</td>
<td>-0.4</td>
<td>-8.4</td>
<td>0.16</td>
<td>70.56</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td>10</td>
<td>-10.4</td>
<td>-3.4</td>
<td>108.16</td>
<td>11.56</td>
</tr>
<tr>
<td>16</td>
<td>20</td>
<td>10</td>
<td>-0.4</td>
<td>-3.4</td>
<td>0.16</td>
<td>11.56</td>
</tr>
<tr>
<td>17</td>
<td>30</td>
<td>30</td>
<td>9.6</td>
<td>16.6</td>
<td>92.16</td>
<td>275.56</td>
</tr>
<tr>
<td>18</td>
<td>25</td>
<td>0</td>
<td>4.6</td>
<td>-13.4</td>
<td>21.16</td>
<td>179.56</td>
</tr>
<tr>
<td>19</td>
<td>25</td>
<td>15</td>
<td>4.6</td>
<td>1.6</td>
<td>21.16</td>
<td>2.56</td>
</tr>
<tr>
<td>20</td>
<td>10</td>
<td>10</td>
<td>-10.4</td>
<td>-3.4</td>
<td>108.16</td>
<td>11.56</td>
</tr>
<tr>
<td>21</td>
<td>20</td>
<td>10</td>
<td>-0.4</td>
<td>-3.4</td>
<td>0.16</td>
<td>11.56</td>
</tr>
<tr>
<td>22</td>
<td>15</td>
<td>10</td>
<td>-5.4</td>
<td>-3.4</td>
<td>29.16</td>
<td>11.56</td>
</tr>
<tr>
<td>23</td>
<td>20</td>
<td>15</td>
<td>-0.4</td>
<td>1.6</td>
<td>0.16</td>
<td>2.56</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>25</td>
<td>4.6</td>
<td>11.6</td>
<td>21.16</td>
<td>134.56</td>
</tr>
<tr>
<td>25</td>
<td>30</td>
<td>15</td>
<td>9.6</td>
<td>1.6</td>
<td>92.16</td>
<td>2.56</td>
</tr>
<tr>
<td>N=25</td>
<td>510</td>
<td>335</td>
<td></td>
<td></td>
<td>1546.0</td>
<td>1336.0</td>
</tr>
</tbody>
</table>
This table shows that the lowest gained from experiment class (X) was 5 and from the control class (Y) was 0, and the highest gained from (X) was 35 and from (Y) was 30. While the sum of gained score (X) was 510 and (Y) was 335. The sum of squared of gained score (X) was 1546.0 and (Y) was 1336.0.

The writer calculated them based on the step of the t-test. The formulation as follows:

a. Determining Mean of variable X, with formula: 
\[ M_x = \frac{\sum x}{n} = \frac{510}{25} = 20.4 \]

b. Determining Mean of variable Y, with formula: 
\[ M_y = \frac{\sum y}{n} = \frac{335}{25} = 13.4 \]

c. Determining of Standard of Deviation score of Variable X, with formula: 
\[ SD_x = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n}} = \sqrt{\frac{1546.0 - \frac{(510)^2}{25}}{25}} = \sqrt{61.84} = 7.86 \]

d. Determining Standard Deviation Score of Variable Y, with formula: 
\[ SD_y = \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{n}}{n}} = \sqrt{\frac{1336.0 - \frac{(335)^2}{25}}{25}} = \sqrt{53.44} = 7.31 \]

e. Determining Standard Error Mean of Variable X, with formula: 
\[ SE_{MX} = \frac{SD_x}{\sqrt{N - 1}} = \frac{7.86}{\sqrt{24 - 1}} = \frac{7.86}{4.9} = 1.60 \]
f. Determining Standard Error Mean of Variable Y, with formula:

\[ SE_{My} = \frac{SD_y}{\sqrt{N - 1}} = \frac{7.86}{\sqrt{24 - 1}} \]

\[ = \frac{7.86}{4.9} = 1.60 \]

\[ = 1.89 \]

g. Determining Standard Error Mean of Difference Mean of variable X and Mean of Variable Y, with formula:

\[ \sqrt{SE_{Mx}^2 + SE_{My}^2} \]

\[ = \sqrt{1.60^2 + 1.89^2} = 2.48 \]

h. Determining \( t_0 \) with formula:

\[ t_0 = \frac{Mx - My}{SE_{Mx-My}} \]

\[ = \frac{20.4 - 13.4}{2.48} = \frac{7}{2.48} = 2.82 \]

i. Determining \( t \)-table in significant level 5% and 1% with df.

\[ df = (N1 + N2) - 2 \]

\[ = (25 + 25) - 2 = 48 \]

Because the value of 48 is not mentioned in the table, the writer uses the closer value to 48 which is 50 as degree of freedom (df).

\[ T_{table (t)} \text{ at significance } 5\% = 2.01 \]

\[ T_{table (t)} \text{ at significance } 1\% = 2.70 \]
2. Test of Hypothesis

To prove the hypothesis, the data obtained from the experiment class and the control class was calculated by using the t-test formula with the assumption as follows:

\[ t_o > t_t : (H_a) \text{ is accepted and the null hypothesis (H_o) is rejected. It means, using arrange word game technique is effective on the students’ mastery on passive voice of simple present tense at the first grade of SMK As-Su’udiyyahCiputat.} \]

\[ t_o < t_t : (H_a) \text{ is rejected and the null hypothesis (H_o) is accepted. It means, using arrange word game technique is not effective on the students’ mastery on passive voice of simple present tense at the first grade of SMK As-Su’udiyyahCiputat.} \]

By comparing the values of \( t_o = 2.82 \) and \( t_{table} = 2.01 \) and 2.70, the writer made the conclusions of the hypothesis that \( t_o \) is bigger than \( t_{table} \). So, the alternative hypothesis (Ha) is accepted and the null hypothesis (H_o) is rejected. It means, using arrange word game technique is effective on the students’ mastery on passive voice of simple present tense.

B. Interpretation

After analyzed the data of pre-test and post-test by using t-test formula, the result shows that mean score of students’ who were taught passive voice of simple present tense using arrange word game technique is higher than mean score of students who were not taught using arrange word game technique. The mean score of students’ who were taught using arrange word game technique is 76 and the mean score of students’ who were not taught using arrange word game technique is 66. In addition, the result calculation of \( t_o \) and \( t_{table} \) by using t-test with degree of freedom (df) is 48 obtained from \( df = (N1+N2) - 2 = (25+25) - 2 \) at level significance 5% and 1%, the writer found that \( t_o \) is higher than \( t_{table} \), the result is 2.01 < 2.82 > 2.70.
From the evidence above that the alternative hypothesis (Ha) is accepted and the null hypothesis (H₀) is rejected, therefore it can be inferred that taught using arrange word game technique is more effective on the students’ mastery on passive voice of simple present tense.
CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

After finding out the result and analyzing the data of the research at the first grade of SMK As-Su’udiyyah Ciputat, it can be concluded that using arrange word game technique is effective on the students’ mastery on Passive Voice of Simple Present Tense. The mean score of students’ who were taught using arrange word game technique is 76 and the mean score of students’ who were not taught using arrange word game technique is 66. In addition, the result calculation of $t_o$ and $t_{table}$ by using t-test with degree of freedom (df) is 48 obtained from $df=(N1+N2)−2=(25+25)−2$ at level significance 5% and 1%, the writer found that $t_o$ is higher than $t_{table}$, the result is $2.01<2.82>2.70$.

From the evidence above that the alternative hypothesis (Ha) is accepted and the null hypothesis (H₀) is rejected, therefore it can be inferred that taught using arrange word game technique is more effective on the students’ mastery on Passive Voice of Simple Present Tense at the first grade of SMK As-Su’udiyyah Ciputat Timur.

B. Suggestions

After having concluded the result of this study, the writer could be delivered some suggestions that might be useful for students, English teachers and other researchers, as follows:

1. The English teacher should use arrange word game as a technique to teach passive voice as it is effective for students.
2. The students should give attention to the rules of using arrange word game technique to get a goal of teaching learning process, and they also do more exercises in passive voice.
3. The writer needed a longer time during implementing arrange word game technique in teaching passive voice of simple present tense. He realized it as a
shortcoming in this research. Hopefully there will be further research to minimize the shortcoming.

4. School, the writer hoped that the school could give good facility in teaching learning process, therefore the goal of teaching learning process can be achieved.


Masters Elayne, *Teacher can make Learning Interesting and Inspire Student*, Create Fun Vocabulary lesson with Word Game 01 December 2008.
<http://www.suite101.com/content/create-fun-vocabulary-lessons-with-word-games-a81517>


RENCANA PELAKSANAAN PEMBELAJARAN PASSIVE
VOICE OF SIMPLE PRESENT TENSE
(Experiment Class)

I. IDENTITAS
Satuan Pendidikan : SMK As-Su’udiyyah Ciputat
Mata Pelajaran : B. Inggris
Kelas/Semester : X (Sepuluh) / Genap
Tema : A Friend in Need is a Friend Indeed
Aspek/Skill : Grammar/Writing
Alokasi Waktu : 2X40 menit
Tahun Pelajaran : 2014/2015

II. STANDAR KOMPETENSI
Menulis
Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari.

III. KOMPETENSI DASAR
Menulis
Mengungkapkan makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

VI. INDIKATOR
1. Mampu melengkapi kalimat menggunakan bentuk aktif atau pasif dengan benar
2. Mampu menuliskan kalimat aktif dan pasif
3. Mampu menuliskan kalimat pertanyaan dalam bentuk pasif berdasarkan jawaban yang ada
4. Mampu mengidentifikasi kesalahan dan membetulkannya dalam kalimat
5. Dapat menysun kalimat pasif

V. TUJUAN PEMBELAJARAN
Pada akhir pembelajaran siswa dapat:
1. Melengkapi kalimat menggunakan bentuk aktif atau pasif dengan benar
2. Menuliskan kalimat aktif dan pasif
3. Menuliskan kalimat pertanyaan dalam bentuk pasif berdasarkan jawaban yang ada
4. Mengidentifikasi kesalahan dan membetulkannya dalam kalimat
5. Menysun kalimat pasif

VI. MATERI POKOK DAN URRAIAN MATERI
Instruction: Arrange these jumble word into five sentences of passive voice simple present tense (3 positive sentences, 1 negative sentence, 1 interrogative sentence)

The fish by blown cat
A whistle by policeman her mother
by is hugged not
opened by is
father me? read is
the book by Is eaten
is The girl
VII. METODE PEMBELAJARAN
- Arrange word game technique

VIII. LANGKAH-LANGKAH KEGIATAN
a. Kegiatan Pendahuluan
   - Greeting (memberi salam dan tegur sapa)
   - Tanya jawab berbagai hal terkait kondisi siswa.
   - Mengabsen siswa.
   - Memberi motivasi kepada siswa.
   - Penjelasan tentang materi yang akan dibahas.
b. Kegiatan inti.
   - Meminta beberapa siswa untuk membuat kalimat simple present tense
   - Meminta beberapa siswa untuk merubah kalimat active simple present tense menjadi kalimat passive.
   - Menjelaskan passive voice dalam simple present tense
   - Siswa dimita menyusun jumble word menjadi lima buah kalimat passive voice simple present tense.
c. Kegiatan penutup
   - Menyimpulkan materi pembelajaran.
   - Menanyakan kesulitan siswa selama KBM
   - Memberi tugas pada siswa yang berkaitan dengan materi.

IX. SUMBER BELAJAR.
   c. Kurikulum Bahasa Inggris (KTSP grade VIII)

X. PENILAIAN
   a. Teknik : Tes Tulis
   b. Bentuk : Tertulis.
XI. PEDOMAN PENILAIAN

a. Nilai siswa = Jumlah butir soal yang benar X 5, Max. score: 100

b. Rubrik penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 20</td>
<td>Jawaban benar</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Jawaban tidak tepat</td>
<td>0</td>
</tr>
</tbody>
</table>

Mengetahui Ciputat, 24 April 2015
Kepala Sekolah

Syukur Yakub, S.Pd

Guru Mata Pelajaran

Drs. Yurmal Maturidi, S.Pd
RENCANA PELAKSANAAN PEMBELAJARAN PASSIVE VOICE OF SIMPLE PRESENT TENSE
(Experiment Class)

I. IDENTITAS
Satuan Pendidikan : SMK As-Su’udiyyah Ciputat
Mata Pelajaran : B. Inggris
Kelas/Semester : X (Sepuluh) / Genap
Tema : A Friend in Need is a Friend Indeed
Aspek/Skill : Grammar/Writing
Alokasi Waktu : 2X40 menit
Tahun Pelajaran : 2014/2015

II. STANDAR KOMPETENSI
Menulis
Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari.

III. KOMPETENSI DASAR
Menulis
Mengungkapkan makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

VI. INDIKATOR
1. Siswa mampu melengkap kilimat menggunakan bentuk aktif atau pasif dengan benar
2. Siswa mampu menuliskan kalimat aktif dan pasif
3. Siswa mampu menuliskan kalimat pertanyaan dalam bentuk pasif berdasarkan jawaban yang ada
4. Siswa mampu mengidentifikasi kesalahan dan membetulkannya dalam kalimat
5. Siswa dapat menysun kalimat pasif

V. TUJUAN PEMBELAJARAN
Pada akhir pembelajaran siswa dapat:
1. Melengkapi kalimat menggunakan bentuk aktif atau pasif dengan benar
2. Menuliskan kalimat aktif dan pasif
3. Menuliskan kalimat pertanyaan dalam bentuk pasif berdasarkan jawaban yang ada
4. Mengidentifikasi kesalahan dan membetulkannya dalam kalimat
5. Menysun kalimat pasif

VI. MATERI POKOK DAN URAIAN MATERI

Intruction: Arrange these jumble word into five sentences of passive voice of simple present tense (3 positive sentences, 1 negative sentence, 1 interrogative sentence)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>him</td>
<td>The car</td>
<td>is</td>
<td>by</td>
</tr>
<tr>
<td>Tom</td>
<td></td>
<td>is</td>
<td>by</td>
</tr>
<tr>
<td>opened</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>not</td>
<td>swept</td>
<td>by</td>
<td>the janitor</td>
</tr>
<tr>
<td>The floor</td>
<td></td>
<td>is</td>
<td>Kate?</td>
</tr>
<tr>
<td>Is</td>
<td></td>
<td>by</td>
<td>made</td>
</tr>
<tr>
<td>mailed</td>
<td>Are</td>
<td>The letters</td>
<td>by</td>
</tr>
<tr>
<td>postman</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VII. METODE PEMBELAJARAN
   Arrange word game technique

VIII. LANGKAH-LANGKAH KEGIATAN
   a. Kegiatan Pendahuluan
      • Greeting (memberi salam dan tegur sapa)
      • Tanya jawab berbagai hal terkait kondisi siswa.
      • Mengabsen siswa.
      • Memberi motivasi kepada siswa.
      • Me-review materi pertemuan sebelumnya
      • Penjelasan tentang materi yang akan dibahas.
   b. Kegiatan inti.
      • Guru meminta siswa untuk membuat kalimat passive voice simple present tense dalam bentuk positive, negative dan interrogative. Guru meminta siswa untuk mengemukakan kesulitan – kesulitan siswa dalam pembelajaran passive voice of simple present tense
      • Guru meminta siswa menjawab pertanyaan yang berkaitan dengan materi.
      • Guru meminta siswa menyusun jumble word menjadi satu buah kalimat passive voice of simple present tense
      • Siswa diminta untuk mengoreksi tugas temanya.
   c. Kegiatan penutup
      • Menyimpulkan materi pembelajaran.
      • Menanyakan kesulitan siswa selama KBM
      • Memberi tugas pada siswa yang berkaitan dengan materi.

IX. SUMBER BELAJAR.
   c. Kurikulum Bahasa Inggris (KTSP grade VIII)

X. PENILAIAN
   a. Teknik : Tes Tulis
   b. Bentuk : Tertulis.
   c. Instrumen : Terlampir
XI. PEDOMAN PENILAIAN

a. Nilai siswa = Jumlah butir soal yang benar X 5, Max. score: 100

b. Rubrik penilaian:

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jawaban benar</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Jawaban tidak tepat</td>
<td>0</td>
</tr>
</tbody>
</table>

Mengetahui Ciputat, 11 Mei 2015
Kepala Sekolah
Guru Mata Pelajaran

Syukur Yakub, S.Pd Drs. Yurmal Maturidi, S.Pd
## KISI PENULISAN INSTRUMENT PASSIVE VOICE

**TAHUN PELAJARAN 2014/2015**

<table>
<thead>
<tr>
<th>Nama Sekolah</th>
<th>SMK As-Su'udiyyah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kurikulum Acuan</td>
<td>KTSP 2006</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>40 menit</td>
</tr>
<tr>
<td>Jumlah Soal</td>
<td>20 (dua puluh)</td>
</tr>
<tr>
<td>Semester</td>
<td>II (genap)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>Jenis Soal</th>
<th>Nomor soal</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENULIS</td>
<td>- Siswa mampu melengkapi kalimat menggunakan bentuk aktif atau pasif dengan benar</td>
<td>MC</td>
<td>1,2,3,6,12,13</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>- Siswa dapat menyusun kalimat passive dalam bentuk positive dan interrogative dengan benar.</td>
<td>MC</td>
<td>4,5,15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa dapat merubah kalimat passive dalam bentuk positive dan interrogative dengan benar.</td>
<td>MC</td>
<td>8,10,11,14,16,17,18,20</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>- Siswa dapat mencari sinonim kata dalam bentuk kalimat passive berdasarkan pilihan yang telah dibuat.</td>
<td>MC</td>
<td>7,9,19</td>
<td></td>
</tr>
</tbody>
</table>
# ANSWER KEY

## Pre Test

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Post Test

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5

The Instrument of Research

Pre-Test

Name : Class :

In this part of the test, you have to choose the best answer to each question in the Passive Voice Simple Present Tense from the alternatives given.

1. The office … by office boy every morning.
   a. is swept  c. is sweeping
   b. swept     d. are swept
2. Ethan goes to school by buss, because his car …. By Alex
   a. is borrowed  c. borrowed
   b. is borrow   d. are borrowed
3. Arrange these words into a good sentence!
   discussed – the headmaster – the problems - ? – are – by
   1 2 3 4 5 6
   a. 6-3-2-1-5-4  c. 5-3-1-6-2-4
   b. 5-2-1-3-6-4  d. 5-2-1-6-3-4
4. The viruses are removed from the computer.
   The synonym of the italic word is...
   a. eliminated  c. added
   b. inserted    d. attached
5. I have a little sister. She is one years old. My mother loves her very much.
   She looks after my little sister very well.
   From the underlined statement above we know that …
   a. My little sister is well looked after by her.
   b. My little sister is well looked by her after.
   c. My little sister are well looked after by her.
   d. My little sister are well looked by her after.
6. Good roads ….. by government
   a. is built  c. is building
   b. built     d. are built
7. The money father by
givenisevery dayto me
   1 2 3 4 5 6 7
   The best arrangement of the words above is …
   a. 5-1-2-6-3-7-4  c. 5-2-1-6-3-7-4
   b. 5-1-2-4-7-6-3  d. 5-2-1-4-7-6-3
8. Arrange these words into a good sentence!
   cut -The grass - not – is - a week - twice

   1          2       3     4      5          6        7
   a. 2-3-5-4-1-7-6       c. 4-2-3-5-1-7-6
   b. 2-3-4-5-1-6-7       d. 5-4-1-2-3-6-7

9. My dress is made of silk.
   The synonym of underlined word is …
   a. carried       c. chosen
   b. created       d. centered

10. The letters … delivered to the office every day.
    a. is not       c. not
    b. are not      d. is no

11. Arrange these words into good sentence
    soccer game The is cancelled is the weather bad because

   1 2 3 4 5 6 7 8 9
   a. 1-2-3-4-5-7-8-6-9     c. 2-4-5-3-1-7-6-9-8
   b. 3-1-2-4-5-9-7-6-8     d. 3-2-1-4-5-6-8-9-7

12. Nancy …. By a dog
    a. is bites       c. is bitten
    b. is bite        d. is biting

13. The tiger … by the hunter
    a. are killed     c. is killed
    b. is killing     d. is kills

14. Laura : What does your father do on your birthday?
   Angel : *He gives me some presents on my birthday.*
   From the italic statement above we know that…
   a. Some presents are given to me on my birthday by him
   b. I am gave some presents on my birthday by him
   c. Some presents are giving to me on my birthday by him
   d. I am giving some presents on my birthday by him
   e.

15. The knowledge … everyday
    a. is developed     c. develops
    b. are developed    d. is developing

16. Lampard : Do you like playing football?
   Gerrad : Yes I do. I always play football twice a week.
   From the statement above we know that …
a. Football are always played by me twice a week
b. Football is always played by me twice a week
c. Football is always playing by me twice a week
d. Football are always playing by me twice a week

17. The class is **begun** at seven o’clock a.m.
The synonym of the underlined word is…
a. finished  c. arrested
b. wanted   d. started

18. My computer … by Steven, therefore I cannot type my assignment.
a. are broken   c. is brooked
b. is broken   d. started

19. Arrange these words into a good sentence!
themotorcycleIsfixed?the mechanicby

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>3-4-1-2-6-7-5</td>
<td>c.</td>
<td>3-1-2-4-7-6-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>1-2-3-4-7-6-5</td>
<td>d.</td>
<td>3-2-1-4-6-7-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. Sarah : What does your brother usually eat for breakfast
   Susan  : *He usually eats fried rice for breakfast*. My mother always cooks
every morning.

From the italic statement above we know that …
a. The fried rice are usually eaten by him for breakfast.
b. The fried rice is usually eaten by him for breakfast
c. The fried rice usually ate by him for breakfast.
d. The fried rice are usually eating by him for breakfast.
Appendix 6

Post-Test

Name: __________________________ Class: __________________________

In this part of the test, you have to choose the best answer to each question into Passive Voice Simple Present Tense from the alternatives given.

1. The song .... by Agnes in the concert
   a. is singing c. is sung
   b. sang d. sing
2. English lesson … in the classroom.
   a. is not teaching c. is not taught
   b. are not teaching d. are not taught
3. Is the lesson … by teacher in the classroom?
   a. teaching c. teaches
   b. taught d. teach
4. everyday - is - The money - to me - given - my father - by
   1  2  3  4  5  6  7
   The best arrangement of the words above is …
   a. 3 - 2 - 5 - 4 - 7 - 6 - 1 c. 6 - 2 - 3 - 1 - 5 - 7 - 4
   b. 3 - 5 - 4 - 6 - 1 - 7 - 2 d. 6 - 2 - 4 - 1 - 7 - 5 - 3
5. Arrange these words into good sentence!
   the book - returned - Is - the library - to - ?
   1  2  3  4  5  6
   a. 3 - 2 - 1 - 5 - 4 - 6 c. 3 - 4 - 2 - 5 - 1 - 6
   b. 3 - 1 - 2 - 5 - 4 - 6 d. 3 - 2 - 4 - 1 - 5 – 6
6. Is the report … to the boss?
   a. give c. given
   b. gave d. being given
7. The birds are seen by me on the tree.
   The synonym of the underlined word is…
   a. looked for c. looked at
8. **He delivers the letters**

The best words for the blank above are …

a. was delivered  

b. were delivered  

c. are delivered  

d. is delivered

9. **My bike is stolen by the thief**

The synonym of the underlined word is?

a. put  

b. bought  

c. given  

d. taken

10. **Every morning my father and I go to the restaurant. We buy some foods for breakfast in the restaurant. The foods in there are very cheap.**

From the underlined statement above, we can assume that …

a. Some foods are bought by us for breakfast in the restaurant  

b. We bought some foods for breakfast in the restaurant  

c. Some foods is buying by us for breakfast in the restaurant  

d. Some foods are buy by us for breakfast in the restaurant

11. **Lusy : What does Rara ride to the school everyday?**

Angel : She rides a bicycle to the school everyday.

From underlined above we can assume that …

a. A bicycle is ridden by her to the school everyday  

b. A bicycle is ridding by her to the school everyday  

c. A bicycle are ridding by her to the school everyday  

d. A bicycle are ridden by her to the school everyday

12. **The whiteboard ..... by the student**

a. is cleaned  

b. are being cleaned  

c. was cleaned  

d. are cleaned

13. **The cakes ..... by my mother in the kitchen.**

a. is not made  

b. was not made  

c. were not made  

d. are not made
14. Change the following sentence into passive voice!

I study English language at the University of Jakarta

a. English language are studied by me at the University of Jakarta
b. English language is studied by me at the University of Jakarta
c. English language is studying by me at the University of Jakarta
d. English language are studying by me at the Islamic University of Jakarta

15. by you eaten Is the fish ?

I 2 3 4 5 6

The best arrangement of the words above is …

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

16. A : ...........................................

   B : No, the party is prepared by committee.

The best words for the blank above are …

a. Is the party prepared by Joe?
b. are being the party being prepared by Joe?
c. Are the party being prepared by Joe?
d. is being the party prepared by Joe?

17. Change the following sentence into passive voice!

He delivers the birthday card to my house

a. The birthday card is delivered by him to my house
b. The birthday card is being delivery by him to my house
c. He is delivered by the birthday card to my house
d. The birthday card was delivered by him to my house

18. Tom is a diligent boy. He never comes late to the school. He always does his home works very well. Every teachers like him very much.

From the underlined statement above we know that …

a. The home works is always done by him very well
b. The home works is always doing by him very well
c. The home works are always done by him very well
19. The lesson is usually **finished** by lecturer at 11 am.

The synonym of the underlined word is …

a. Talked  

b. Started

c. Ended  

d. Opened

20. Active  : He attends a meeting  

Passive  : ………………………

The passive of the sentence above is …

a. A meeting is attended by him  

b. A meeting is being attended by him  

c. He is being attended by a meeting  

d. A meeting will be attended by him
| No | Siswa | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | Total |
|----|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1  | A     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 22 |
| 2  | B     | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 20 |
| 3  | C     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 23 |
| 4  | D     | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 10 |
| 5  | E     | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 16 |
| 6  | F     | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 16 |
| 7  | G     | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 19 |
| 8  | H     | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1  | 1  | 0 | 0  | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 15 |
| 9  | I     | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1  | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 9  |
| 10 | J     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 23 |
| 11 | K     | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0  | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 11 |
| 12 | L     | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1  | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 13 |
| 13 | M     | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0  | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 11 |
| 14 | N     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 22 |
| 15 | O     | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 20 |
| 16 | P     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 21 |
| 17 | Q     | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 23 |
| 18 | R     | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0  | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 15 |
| 19 | S     | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1  | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 15 |
| 20 | T     | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1  | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 17 |
| 21 | U     | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1  | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 10 |
| 22 | V     | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0  | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 14 |
| 23 | W     | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1  | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 14 |
| 24 | X     | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1  | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 17 |
| 25 | Y     | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 17 |

**Tabel Pearson**

- **Validitas**: 0.325828
- **R tabel pearson**: 0.312

**Kriteria**

- **VALID**
- **Tidak Valid**

**Tabel Uji Validitas**

- **Total**
- **Total**
- **Total**
- **Total**
- **Total**

**Nilai R tabel pearson**

- **0.312**
- **0.312**
- **0.312**
- **0.312**
- **0.312**
### Arrange Word Game

<table>
<thead>
<tr>
<th>The fish</th>
<th>by</th>
<th>blown</th>
<th>cat</th>
</tr>
</thead>
<tbody>
<tr>
<td>A whistle</td>
<td>policeman</td>
<td>by</td>
<td>her mother</td>
</tr>
<tr>
<td>by</td>
<td>is</td>
<td>hugged</td>
<td>not</td>
</tr>
<tr>
<td>opened</td>
<td>is</td>
<td>by</td>
<td></td>
</tr>
<tr>
<td>father</td>
<td>me?</td>
<td>read</td>
<td>is</td>
</tr>
<tr>
<td>the book</td>
<td>by</td>
<td>is</td>
<td>eaten</td>
</tr>
<tr>
<td>is</td>
<td>The girl</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 9

Arrange Word Game

ANSWER SHEET

Name : …………………………
Class : …………………………

1). The fish is eaten by cat
   (POSITIVE +)

2). A whistle is blown by policmean
   (POSITIVE +)

3). The girl is hugged by her mother
   (POSITIVE +)

4). The door is not opened by father
   (NEGATIVE -)

5). Is the book read by me?
   (INTROGATIVE ?)
Arrange Word Game

ANSWER SHEET

Name: ............................
Class: ..............................

1). _____ _____ _____ _____ (POSITIVE +)  
   _____ _____

2). _____ _____ _____ _____ (POSITIVE +)  
   _____ _____

3). _____ _____ _____ _____ (POSITIVE +)  
   _____ _____

4). _____ _____ _____ _____ (NEGATIVE -)  
   _____ _____

5). _____ _____ _____ _____ (INTROGATIVE ?)  
   _____ _____
Kepada Yth.

Devi Yusnita, M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing materi/teknis penulisan skripsi mahasiswa:

<table>
<thead>
<tr>
<th>Nama</th>
<th>Mustaan</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIM</td>
<td>208014000071</td>
</tr>
<tr>
<td>Jurusan</td>
<td>Pendidikan Bahasa Inggris</td>
</tr>
<tr>
<td>Semester</td>
<td>VIII/Delapan</td>
</tr>
</tbody>
</table>

"IMPROVING STUDENTS’ ABILITY IN PASSIVE VOICE OF SIMPLE PRESENT TENSE BY USING CONTEXTUAL TEACHING AND LEARNING"


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Drs. Syarif, M.Pd
NIP. 19641212 199103 1 002

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Yang bertanda tangan dibawah ini kepala SMK As-Su’udiyyah Ciputat, menerangkan bahwa:

Nama: Mustaan  
Alamat: Jl. Puri Intan I No. 11 Pisangan - Ciputat  
Nim: 208014000071  
Jurusan: Pendidikan Bahasa Inggris  
Fakultas: Ilmu Tarbiyah dan Keguruan  
 Semester: XII  
Judul Skripsi: The Effectiveness of Using Arrange Word Game Technique on the Students’ Mastery on Passive Voice of Simple Present Tense  

Mahasiswa tersebut benar-benar telah melakukan penelitian untuk skripsi di SMK As-Su’udiyyah Ciputat, terhitung tanggal 20 April s.d 15 Mei 2015.

Demikian surat keterangan ini kami buat agar dipergunakan sebagai mana mestinya.

Tangerang Selatan, 18 Mei 2015  
Kepala SMK As-Su’udiyyah

(Sampul)