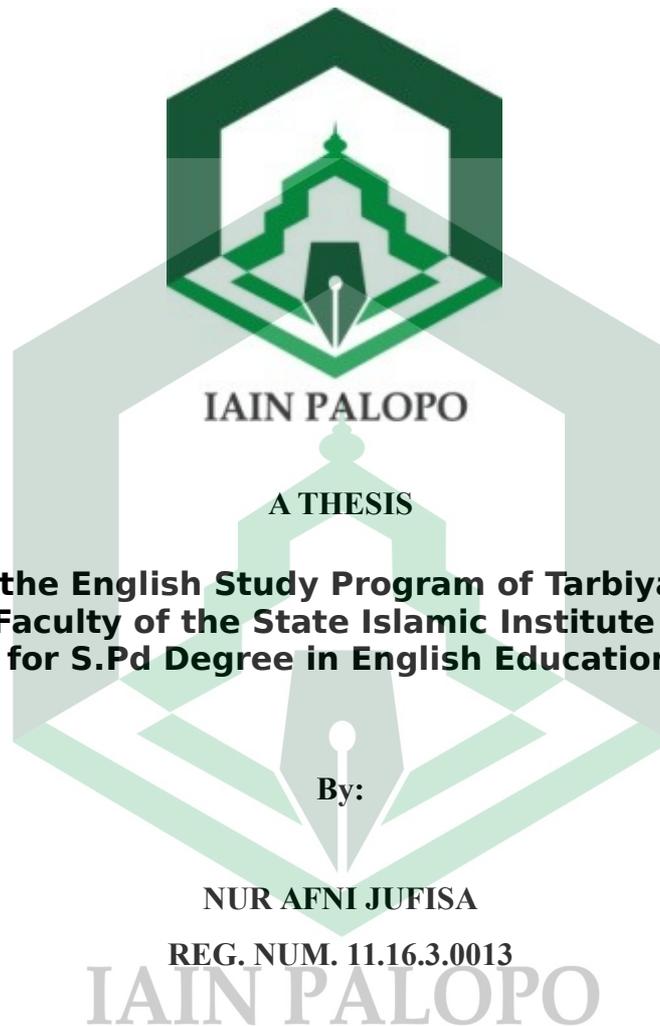
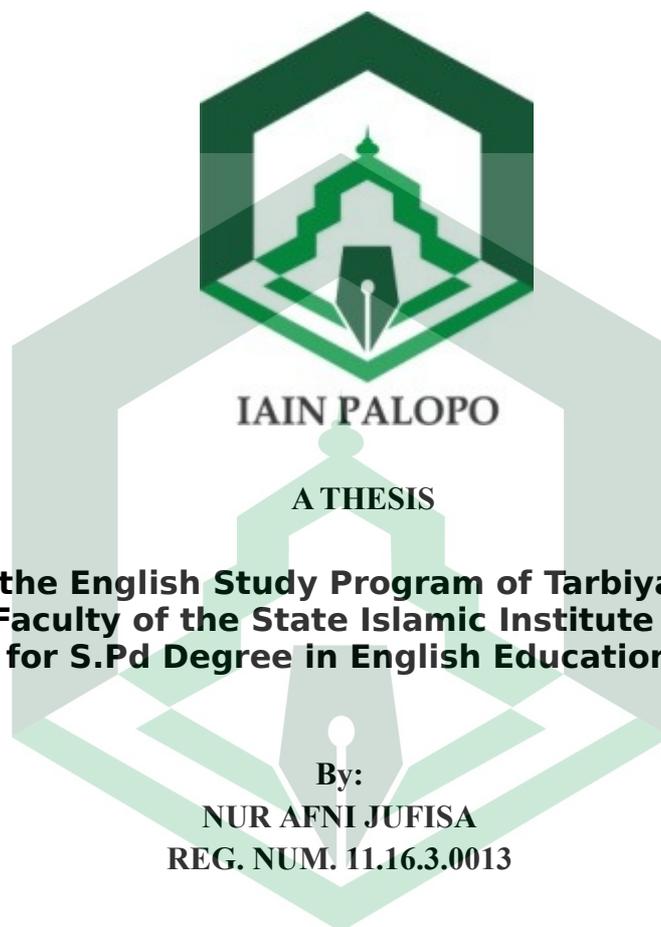


**THE EFFECTIVENESS OF STAD LEARNING MODEL IN IMPROVING
STUDENTS' PASSIVE VOICE AT THE ELEVENTH GRADE
STUDENTS OF SMAN 4 PALOPO**



**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
OF THE STATE ISLAMIC INSTITUTE OF PALOPO
2015**

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STUDENTS OF SMAN 4 PALOPO**



**Submitted to the English Study Program of Tarbiyah and Teacher
Training Faculty of the State Islamic Institute of Palopo
for S.Pd Degree in English Education**

**By:
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**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
OF THE STATE ISLAMIC INSTITUTE OF PALOPO
2015**

THESIS APPROVAL

The thesis entitled “**The Use of Picture in Teaching Countable and Uncountable Nouns at the Seventh Year Students of PMDS Putra Palopo**”, which is written by **Masriani**, Reg. Num. 11.16.3.0023, English S1 Study Program of Tarbiyah and Teacher Training of The State Islamic Institute of palopo, and has been examined and defended in **MUNAQASYAH** session which is carried out on Thursday, **16th of December 2015**, coincided with Rabiul Awal 5th 1437 H, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, December 16th 2015 M

Rabiul Awal 5th 1437 H

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Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State Institute for Islamic Studies Palopo entitled, “The Effectiveness of STAD Learning Model in Improving Students’ Passive Voice at the Eleventh Grade Students of SMAN 4 Palopo”, is truly my original work. It does not incorporate any materials previously written or published by another person except does indicated in quotations and bibliography. Duo to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

IAIN PALOPO

Palopo, September 17th 2015
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين والصلاة والسلام على أشرف الانبياء

والمرسلين وعلى

اله و صحبه أجمعين أما بعد

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Palopo, September 17th 2015

The Researcher

Nur Afni Jufisa



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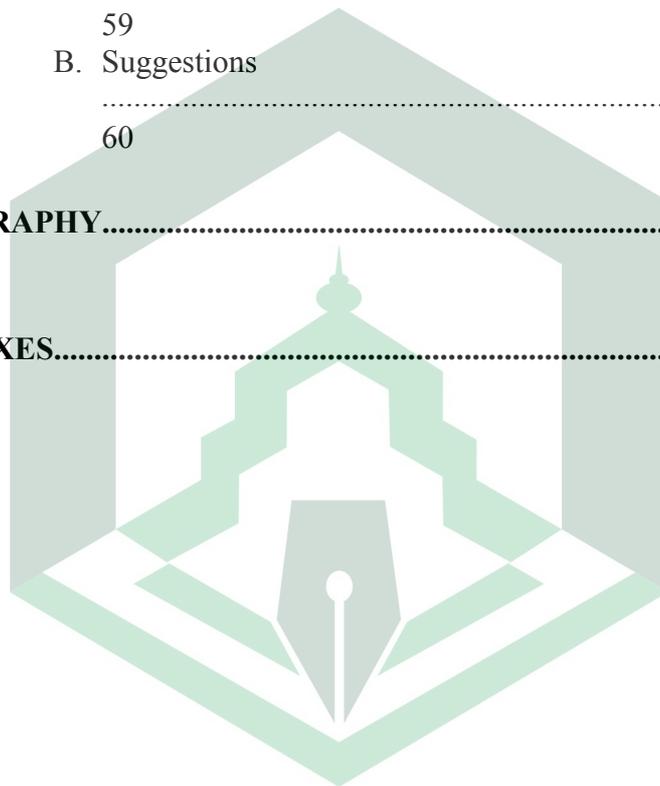
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ABSTRACT

Nur Afni Jufisa, 2015. “ *The Effectiveness of STAD Learning Model in Improving Students’ Passive Voice at The Eleventh Grade Students of SMAN 4 Palopo*”. Thesis, the English Study Program of Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo. Under supervisors (1) Wahibah, S.Ag, M.Hum (2) Jufriadi, S.S., M.Pd

Key words: STAD Learning Model, Improving Students, Passive Voice

This thesis attempts to use of STAD learning model in teaching passive voice. The problem statements of this thesis were: (1) is the STAD learning model effective in improving the students’ passive voice at the eleventh grade students of SMAN 4 Palopo? (2) How is the students’ response in learning passive voice by using STAD learning model at the eleventh grade students of SMAN 4 Palopo.

This research used pre-experimental method with pre test and post test design. The pre test was given to know the students’ ability in passive voice and the post test was given to know the students’ improvement in passive voice after giving the treatment used STAD learning model.

The population of this research was the eleventh grade students of SMAN 4 Palopo. The sample was taken by using purposive sampling. The number of sample were 20 students of class XI IPA III.

The result of this research showed that there were significant improvements on students’ score in passive voice test at the eleventh grade students of SMAN 4 Palopo after conducting the treatments. The result of data analysis showed that t_{test} (12.248) was higher than t_{table} (2.093). It indicated that STAD learning model was effective to improve students’ passive voice at the eleventh grade students of SMAN 4 Palopo. It was suggested to teachers to use STAD technique as one of good technique in teaching passive voice because it can develop and using critical thinking and group cooperation, improving the positive relation among students from different social background, implanting the counseling of them and building the respect and self-esteem in this process.

CHAPTER I

INTRODUCTION

A. Background

Grammar is one of the most important components that we have to know in learning English. Grammar is the rule in a language for changing the form of words and combining them into sentences. Grammar aspect is always considered as the most important thing in language. It is difficult for us to communicate accurately and to be understood in communication if we do not have the knowledge about grammatical aspects as well as how to use this knowledge in our actual speech.

English grammar has many elements to study. One of them is passive voice. Passive voice is the verb form, where the subject receives the action. Thomson and Martinet, state that 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. The agent is very often to be mentioned, when it is mentioned, it proceeds by “by” and placed at the end of the sentence. For example: (1) They sent James to prison for two years (Active), (2) James was sent to prison (by) them for two years (Passive).¹

Based on the information from English teacher at SMAN 4 Palopo. The eleventh grade students still have low ability in English grammar especially in

¹ A.J. Thomson and A.V. Martinet, *A Practical English Grammar* (4th Edition; Hong Kong: Oxford University Press, 1986), p. 263.

passive voice. Even though they have already studied about passive voice, many students can not distinguish, and still confused about passive voice used.

To solve the problem, many efforts are needed to create the interesting situation of the learning and teaching process. This situation can be created by creative teaching. The creativity of teaching that made by teacher will produce the optimal achievement for the learners.

One of the learning models that predicted effectively can improve the students' passive voice is Student Teams Achievement Divisions (STAD) model. Student Teams Achievement Divisions (STAD) model is one of the method or approach in cooperative learning which was developed by Robert Slavin and his friends in University of John Hopkins.

In STAD learning, students are placed in group of four students which is a mixture according to their performance level, gender, and ethnicity. In finishing the task, each members of group cooperate and help each other for understanding the learning material.

The researcher is interested in doing a research, because the researcher thinks this model can improve the students' passive voice in English. The positive relation between teacher and student, student and student and there is better opportunity of psychology adaptation can cause STAD learning model will be more effective. This model can accommodate interest for collaborating the self development in learning process. The important idea in STAD learning is teaching the students about collaboration and cooperation skills.

STAD learning model is very effective in English learning process, because it can make interactive situation in our class. Through STAD learning, students are supported to have capability in increasing the thinking ability and motivate in learning passive voice. So, the students can improve their ability in English, especially for improving students' passive voice.

Based on the discussions above, the researcher intends to investigate about *“The Effectiveness of STAD Learning Model in Improving Students' Passive Voice at the eleventh grade students of SMAN 4 Palopo”*.

B. Problem Statement

Based on the background above, the researcher formulates the research questions as follows:

1. Is the STAD learning model effective in improving the students' passive voice at the eleventh grade students of SMAN 4 Palopo?
2. How is the students' response in learning passive voice by using STAD learning model at the eleventh grade students of SMAN 4 Palopo?

C. Objective of the Research

Relevant to the research questions above, the specific objective of the research are:

1. To find out whether the STAD learning model is effective in improving the students' passive voice at the eleventh grade students of SMAN 4 Palopo.
2. To find out the students' response in learning passive voice by using STAD learning model at the eleventh grade students of SMAN 4 Palopo.

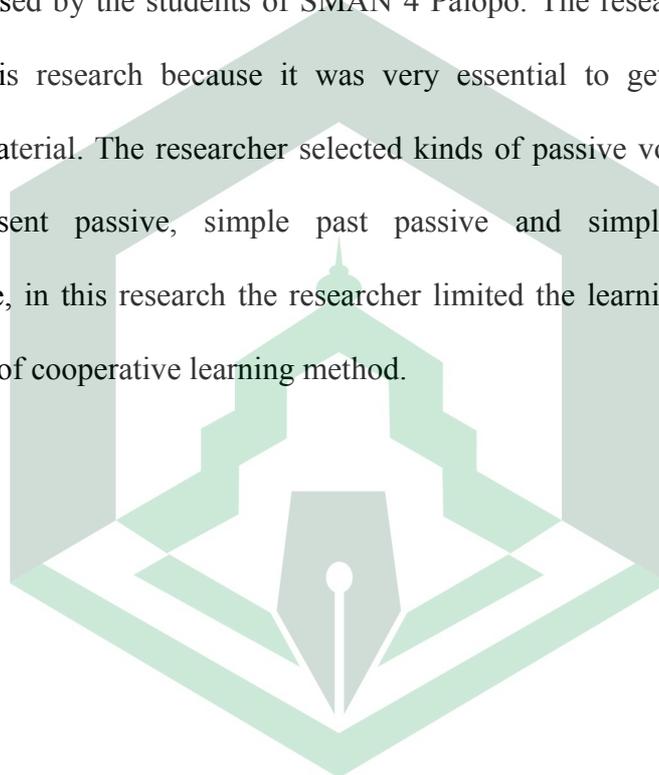
D. Significance of the Research

Theoretically, the findings of this research are expected to be used as input in improving the English teaching. Hopefully, the findings give new insight in

teaching grammar skill. Practically, this research is expected to give contribution for the eleventh grade students at SMAN 4 Palopo in improving their passive voice.

E. Scope of the Research

This research intends to present about grammar, especially the grammar which are used by the students of SMAN 4 Palopo. The researcher used passive voice in this research because it was very essential to get the messages of grammar material. The researcher selected kinds of passive voice in the form of simple present passive, simple past passive and simple future passive. Furthermore, in this research the researcher limited the learning method namely STAD type of cooperative learning method.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher found some researches related to these studies as follows:

Sophia Fithri Al-Munawwarah, “*The Implementation of Cooperative Learning: Student Teams-Achievement Divisions Technique in Teaching Reading Comprehension (A Case Study in a Class of Eighth Grade Students at One Public School in Bandung)*”. She found that this technique is effective for the second grade students of junior high school in learning reading comprehension. Thus, it can be said that STAD technique is feasible to teaching reading comprehension skills at secondary students. In addition, this research also demonstrated students’ positive responses related to the use of STAD technique in learning process.¹

Fahri Ali, “*The Effectiveness of Cooperative Learning in Reading Comprehension (the experimental study at the eleventh class students of SMA PMDS Putri Palopo)*”. He found that this technique is effective to increase the students’ reading comprehension skill at the eleventh class students of SMA PMDS Putri Palopo.²

¹ Sophia Fithri Al-Munawwarah, *The Implementation of Cooperative Learning: Student Teams-Achievement Divisions Technique in Teaching Reading Comprehension (A Case Study in a Class of Eighth Grade Students at One Public School in Bandung)*, (Bandung: Indonesia University, 2013)

²Fahri Ali, *The Effectiveness of Cooperative Learning in Reading Comprehension (The Experimental Study at the Eleventh Class Students of SMA PMDS Palopo)*, (Palopo: Stain, 2010).

Besse Risdayanti, “*Increasing Students’ Speaking Skill through Student Team Achievement Divisions (STAD) Model at the Eleventh Grade Students of SMKN 2 Palopo*”. She found that Student Team Achievement Divisions (STAD) Model can increase student’s speaking skill at the eleventh grade students of SMKN 2 Palopo.³

This research has similarities and differences from those previous researches above. The similarity is talking about methods in teaching English and the difference is about the skills. However, in this research the researcher focused on using STAD learning model in improving the students’ ability in English grammar, especially about passive voice.

B. The Concepts of Grammar

1. Definition of Grammar

Grammar is the rules of language in sentences. Michael explains that grammar as the rules that how words are combined, arranged and changed to show different meaning.⁴ While, Richard states that grammar are a set rules and examples dealing with syntax and word structures of a language, usually intended as an aid to the learning of that language.⁵ Another definition, Grammar is a

³ Besse Risdayanti, *Increasing Students’ Speaking Skill Through Student Team Achievement Divisions (STAD) Model at the Eleventh Grade Students of SMKN 2 Palopo*, (Palopo: Stain, 2014).

⁴ Michael Swam, *Practical English Usage*, (New York: Oxford University Press, 1995), p.10

⁵ Richard Nordquist, *What is Grammar?* (<http://grammar.about.com>). Accessed on May 20th 2014.

model of those linguistic abilities of native speakers of a language which enable them to speak and understand their language fluently.⁶ The grammar includes everything speakers know about their language.⁷

Based on the definition grammar above, the writer makes conclusion that grammar is a rule to organize and arrange a word or more to make good sentence.

2. Principle for Teaching Grammar

Before conducting a grammar class, there must be some principle have to be noticed by the teacher in order they can commit it successfully. According to Nunan, there are at least three principles in teaching the grammar to the student they are:

a. Integrate both inductive and deductive methods in teaching.

In the deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercise designed to clarify the grammatical point and help the learners master the point. In deductive teaching, the teacher works from principles to example. Inductive procedure reverse this process. In inductive teaching, she or he presents the learners with samples of language and through a process of guided discovery, get them to work out the principle or rule for themselves.

⁶ Andrew Radford, *Transformation Grammar*, (Cambridge, 1998), p.3

⁷ Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York: CBS College, 1983), p.15.

- b. Use tasks that make clear the relationship between grammatical form and communicative function.

Grammar-based courses are relatively ineffective because they teach grammar as an abstract system, present the language as isolated and fail to give learners as proper context for the grammar point. Teaching was largely limited to the form of the new grammatical item. For example, when the passive voice was introduced typically students were given a list of sentence in the active voice (“the boy broke the window”, “the dog bit the man,” etc.) Along, the model of how to form the passive (“ The window was broken the window”) the task for the students was to turn the active voice sentences into the passive. Such procedure does not give students any insights into the communicative contexts in which they should use the passive rather than active voice. However, the solution proposed by some-do away with teaching grammar altogether-is not solution. The solution is to present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function.

- c. Focus on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge knows language rules. Procedural knowledge is being able to use the knowledge for communicative.

Most of teachers who have been teaching for any time at all know learners who can give a more-or-less standard text book, explanation of a grammatical rule or principle, but who violate the rule when using language communicatively. There are also learners who have procedural but not declarative knowledge. In

fact, the vast majority of native speakers fall into this category. Unless, they have studied grammar formally, few native speakers can state the rule for third person.

While declarative knowledge can facilitate the development of procedural knowledge, it is not necessary sufficient condition for the development of such knowledge. Students need to develop mastery of target language item, not by memorizing rules, but by using the target items in communicative context. This learning through use or learning by doing principle is one that has come to us through the approach to education known as experientialism.⁸

3. Strategies for Learning Grammar

Teacher and language learners are often frustrated by the disconnect between language knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing. This disconnect reflects a separation between declarative knowledge and procedural knowledge.

- a. Declarative knowledge is knowledge about something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drills.
- b. Procedural knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication. For example, procedural knowledge is what you have when you read and understand the instructions for programming the DVD player. Procedural knowledge is what

⁸ David Nunan, *Practical English Language Teaching*, (New York: Cambridge University Press), p.158-160.

you demonstrate when you program DVD player. Procedural does not translate automatically into declarative knowledge; many native speakers can use their language clearly and correctly without being able to state the rules of its grammar. Likewise, declarative knowledge does not translate automatically into procedural knowledge; students may be able to state grammar rule, but consistency fail to apply the rule when speaking or writing.⁹

C. The Concept of Cooperative Learning

1. Definition of Cooperative Learning

Cooperative Learning is a learning model in which the system studied and worked in small groups of 4-6 people, amounting to collaboratively so as to stimulate the students more enthusiastic in learning.

Cooperative learning is a learning strategy with a number of students as numbers of small groups of different ability levels. In completing the group assignment, each member of the group must work together and help each other to understand the subject matter. In cooperative learning, learning is not yet finished when one of the friends in the group have not mastered the lesson material.

Cooperative Learning is an approach to organize classroom activities into academic and social Learning experiences. Students must work in groups to complete the two sets of tasks collectively. Everyone succeeds when the group succeeds.¹⁰

⁹Jusriani. *Teaching Passive Voice through Oral Drill at the Eleventh Year Students of MA Al-Mawasir Padang Kalua*, (A Thesis STAIN Palopo, 2014). p.14

¹⁰Anonim, *Cooperative Learning*, Wikipedia the free Encyclopedia, http://en.wikipedia.org/wiki/cooperative_Learning. Accessed on May 13th 2015.

The researcher concluded that the cooperative learning is a learning model using small groups and work together. The success of this model is highly depending on the ability of the activity of group members, either individually or in groups.

2. The Characteristic of Cooperative Learning

- a. Students in groups learn cooperatively resolve the matter according to the basic competencies to be achieved.
- b. The group was formed of students who have different skills, good level of high, medium, and low. If possible, group members are from different ethnic or religious and gender equality.
- c. Award more emphasis on group rather than individual.¹¹

3. The Elements of Cooperative Learning

- a. Face-to-Face Interaction

Students are promoting each others' learning through face-to-face activities where they discuss and explain assignment topics with each other.

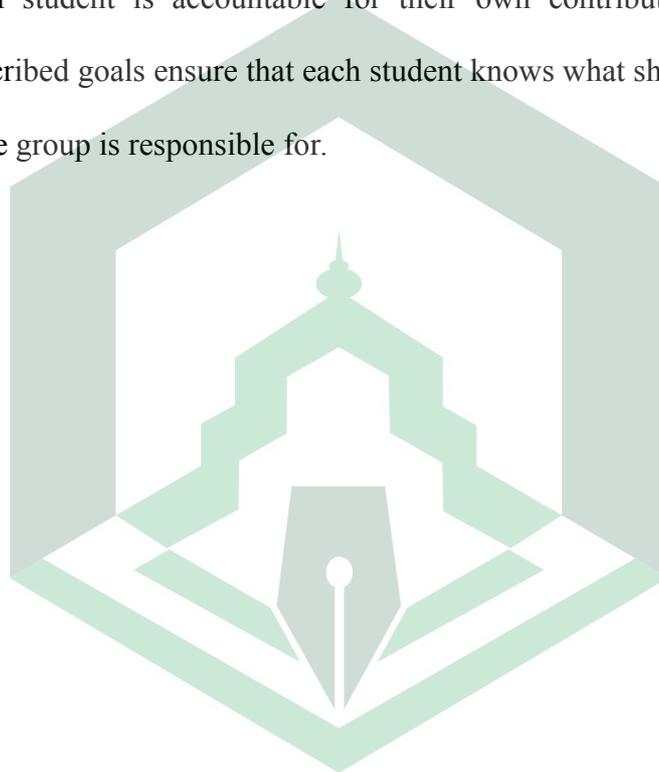
- b. Positive Interdependence

¹¹ Suryanullah. *Students Teams Achievement Division STAD Strategy in Teaching*. [http://www.google.com/the use of STAD learning model in teaching english.htm](http://www.google.com/the%20use%20of%20STAD%20learning%20model%20in%20teaching%20english.htm). Accessed on May 23th 2015

Students have the sense that they are in this together, feeling that each member's individual effort will not only help him, but the whole group. The grade of each student is dependent upon the effort of other group members.

c. Individual Accountability

Each student is accountable for their own contribution to the group. Clearly described goals ensure that each student knows what she is responsible for and what the group is responsible for.



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d. Group Processing

Students are given a means for analyzing their group for how well the group has learned, and whether or not collaborative skills are being used.

e. Collaborative Skills

Students learn not only the subject matter, but interpersonal skills and how to work in teams. Students are taught skills of communication, leadership and conflict management during the early stages of cooperative learning sessions.¹²

4. The Benefits of Cooperative Learning

There are many benefits for cooperative learning, as follows:

- a. Cooperative learning is enjoyable, so students enjoy it and are more motivated.
- b. Cooperative learning is interactive, so students are engaged.
- c. Cooperative learning allows discussion and critical thinking, so students learn more and remember it for a longer period of time.
- d. Cooperative learning requires students to learn to work together, which is an important skill for their futures.¹³

¹² <http://study.com/academy/lesson/what-is-cooperative-learning-definition-lesson-method.html>. Accessed on May 19th 2015.

¹³ <http://study.com/academy/lesson/what-is-cooperative-learning-in-the-classroom-strategies-benefits-definition.html>. Accessed on May 23th 2015.

D. The Concept of STAD Learning Model

1. Definition of STAD Learning Model

The Student Teams Achievement Divisions (STAD) model is one of method or approach in cooperative learning. Student Teams Achievement Divisions (STAD) model developed by Robert Slavin and his friends in University of John Hopkins. It is form variation of cooperative learning that most researched.

Student Team Achievement Division (STAD) is one of type cooperative learning that more simple. Students are placed in group of four students which is a mixture according to their performance level, gender, and ethnicity. Teacher presents a lesson and then students work in group to ensure that all group members have mastered the lesson.¹⁴

Student Team Achievement Division (STAD) is students are placed in small groups or [teams](#). The class in its entirety is presented with a lesson and the students are subsequently tested. Individuals are graded on the team's performance. Although the tests are taken individually, students are encouraged to work together to improve the overall performance of the group.¹⁵

Based on the some definition of STAD Learning Model above, the researcher can make conclusion that STAD Learning Model is a model of learning which students work together to form small group in which students work together and indecently responsible.

14 Rusman, *Model- Model Pembelajaran: Mengembangkan Profesionalisme Guru*, (Jakarta: Rajawali Press, 2014), p.215

15 http://en.wikipedia.org/wiki/Cooperative_learning. accessed on May 23th 2015.

2. Procedures of STAD Learning Model

There are steps of STAD learning model are as follows:

- a. The researcher divides students into groups with members of the heterogeneous. (e.g., each group of four).
- b. The researcher presents the lesson.
- c. The researcher gives a task to be done by the group members of the group.
- d. Students who can do the task /problem explain to members of the group so that all members of the group understand well.
- e. The researcher gives a quiz to all students. When answering the quiz, the students should not help each other.
- f. The researcher gives awards to the group which has a highest point.
- g. The researcher gives an evaluation
- h. Conclusion.¹⁶

3. Principles and Characteristics of STAD Learning Model

The basic principles of cooperative learning, as follows:

- a. Each member of the groups (students) is responsible for everything that is done in a group.
- b. Each member of the groups (students) should know that all of the group members have similar goals.

16 <http://Dyahmayarikawati.blogspot.co.id/2014/12/model-pembelajaran-kooperatif-tipe-stad.html>. Accessed on May 23th 2015.

- c. Each member of the groups (students) has to split the duties and responsibilities equally among group members.
- d. Each member of the groups (students) will be evaluated.
- e. Each member of the groups (students) to share leadership skills and need to learn together during the learning process.
- f. Each member of the groups (students) will be required to be individually accountable for the material is handled in a cooperative group.

4. Advantages of disadvantages of STAD Learning Model

A learning strategy has advantages and disadvantage. STAD cooperative learning has several advantages, as follows:

- a. Developing and using critical thinking and group cooperation.
- b. Improving the positive relation among students from different social background.
- c. Implanting the counseling of them.
- d. Building the respect and self-esteem in this process.

In addition, STAD also disadvantages, according to the DEES in Karmawati Yusuf conclude as follow:

- a. Require a longer time for the students, so is difficult to achieve the target curriculum.
- b. Require a longer time for teachers so that teachers generally do not want to use cooperative learning.
- c. Require special skills of teachers so that all teacher can do cooperative learning.

- e. Specific nature of students demands such us the nature of love to work together.¹⁷



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17 Suryanullah. *Students-Teams-Achievement-Division-Stad-Strategy-in-Teaching*. <http://www.google.com/the use of STAD learning model in teaching english.htm>. Accessed on May 23th 2015

E. The Concept of Passive Voice

1. Definition of Passive Voice

According to Thomson and Martinet, 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.¹⁸ While, Frank explains that passive voice is preferred when the “doer” of an action is unimportant or unknown.¹⁹ Another definition, passive voice is a voice that indicates that the subject is the patient or recipient of the action denoted by the verb.²⁰ Furthermore, Passive voice is a grammatical construction (specifically, a “voice”) in which the subject of a sentence or clause denotes the recipient of the action (the patient) rather than the performer (the agent).²¹ And Satriyani states in her thesis that passive voice is one of the sentence forms where its object in the active is changed to be subject in the passive.²²

¹⁸ A.J. Thomson dan A.V. Martinet, *A Practical English Grammar*, (Hong Kong: Oxford University Press, 1986), p. 263.

¹⁹ Marcella Frank, *Modern English : A Practical Reference Guide*, (United States of America: Prentice-Hall, Inc. Englewood cliffs, 1972), p.56.

²⁰ SIL Internasional, Definition of Passive voice, online : www.sil.org/../ What is passive voice. Htm. Accessed on January 12th 2015

²¹ English Passive Voice, Online: [www.englishch-hilfen.de/en/grammar/passive voice](http://www.englishch-hilfen.de/en/grammar/passive%20voice). Accessed on January 12th 2015.

²² Satriyani D., *The Problem Faced by The Third Year of SMA PMDS Putri in Using Active Voice and Passive Voice*, (A Thesis S₁ Palopo: STAIN Palopo,2005), p.9

Based on the definition passive voice above, the researcher makes conclusion that passive voice is one of the grammatical that subject is the patient or recipient of the action denoted by the verb.

2. Form of Passive Voice

According to Suherman, the forms of passive voice are as follows²³:

a. Simple Present Tense

The form of passive voice in Simple Present Tense is as follows:

Examples:

English is spoken in United States.

This pen is used for writing.

b. Present Continuous Tense

The form of passive voice in Present Continuous Tense is as follow:

“S + be (am, is, are) + being + V3 (PP)”

Examples:

My motorcycle is being repaired.

c. Simple Past Tense

The form of passive voice in Simple Past Tense is as follows:

“S + was/were + V3 (PP)”

Examples:

The house was built in 1997.

²³ Suherman, *Top Grammar : A Guide to Write English*, (Yogyakarta : Pustaka Ilmu, 2013), p.215-216.

The tables were moved to the corner.

d. Past Continuous Tense

The form of passive voice in Past Continuous Tense is as follows:

“S + Be (Was, were) + being + V3 (PP)”

Examples:

My motorcycle was being repaired.

e. Present Perfect Tense

The form of passive voice in Present Perfect is as follow”

“S + have/has been + V3 (PP)”

Examples:

The computers have been installed.

f. Past Perfect Tense

The form of passive voice in Past Perfect Tense is as follows:

“S + had been + V3 (PP)”

Examples:

The Cheese had been eaten by the mouse.

g. Simple Future Tense

The form of passive voice in perfect is as follows:

“S + will be + V3 (PP)”

Example:

This work will be finished soon.

This house will be sold.

h. Past Future Tense

The form of future using going to is as follows:

“S + would be + V3 (PP)”

Examples:

These clothes would be bought.

i. Simple Future Perfect Tense

The form of Simple Future Perfect Tense as follows:

“S + will have been + V3 (PP)”

Example:

The test will have been finished by the time I come.

j. Past Future Perfect Tense

The form of Past Future Perfect Tense as follows:

“S + would have been + V3 (PP)”

Example:

The English would have been studied by them.

3. The Use of Passive Voice

There are eight uses of passive voice, as follows:

- a. When it is not necessary to mention the doer of the action as it is obvious who he

is/was/will be :

Example: *The rubbish hasn't been collected.*

- b. When we don't know, or don't know exactly, or have forgotten who did the

action :

Example: The minister was murdered.

My car has been moved!

- c. When the subject of the active verb would be 'people':

Example: He is suspected of receiving stolen goods. (People suspect him of...)

- d. When the subject of the active sentence would be the indefinite pronoun one : One

sees this sort of advertisement everywhere would usually be expressed :

This sort of advertisement is seen everywhere.

In colloquial speech we can use the indefinite pronoun you and an active

verb:

You see this sort of advertisement everywhere.

But more formal English requires one + active verb or the more usual

passive form.

- e. When we are more interested in the action than the person who does it :

Example: The house next door has been bought (by a Mr. Jones).

- f. The passive may be used to avoid awkward or ungrammatical sentence. This is

usually done by avoiding a change of subject:

When he arrived home a detective arrested him

Would be better expressed:

When he arrived home he was arrested (by a detective).

When their mother was ill neighbors looked after the children

Would be better expressed:

When their mother was ill the children were looked after by neighbors.

- g. The passive is sometimes preferred for psychological reasons. A speaker may

use it to disclaim responsibility for disagreeable announcement:

EMPLOYER: *Overtime rates are being reduced/will have to be reduced.*

The active will, of course, be used for agreeable announcements:

I am / we are going to increase overtime rates.

The speaker may know who performed the action but wish to avoid giving the

name. Tom, who suspects Bill of opening his letters, may say tactfully:

This letter has been opened! Instead of you have opened this letter!

- h. For the have + object + past participle construction, I had the car replayed.²⁴

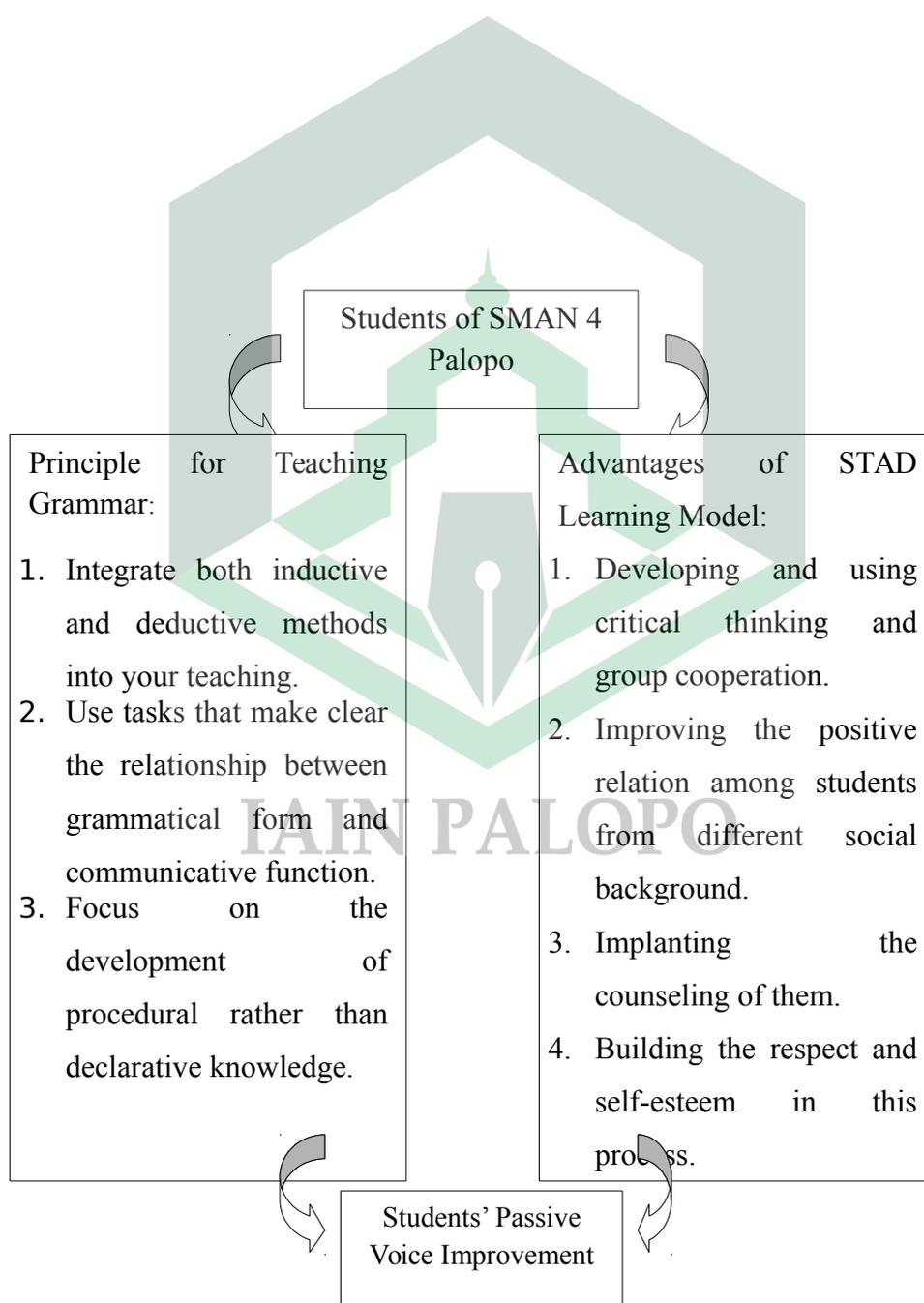
F. Conceptual Framework

As we know English grammar is not unusual thing, but not all the people can understand about English grammar. There are several reason why someone unable to understand about English grammar. The reality is students now it just several of them can understand about English grammar and who unable with their own

²⁴ A.J. Thomson A.V. Martinet, *A Practical English Grammar*, (Hong Kong: Oxford University Press, 1986), p. 266-267

reason, they have their own reason such as their problem is difficult to change, combine and arrange a word to make good sentence.

Based on the statement above, the researcher focuses in improving students' passive voice by using Student Teams Achievement Divisions (STAD) learning model.



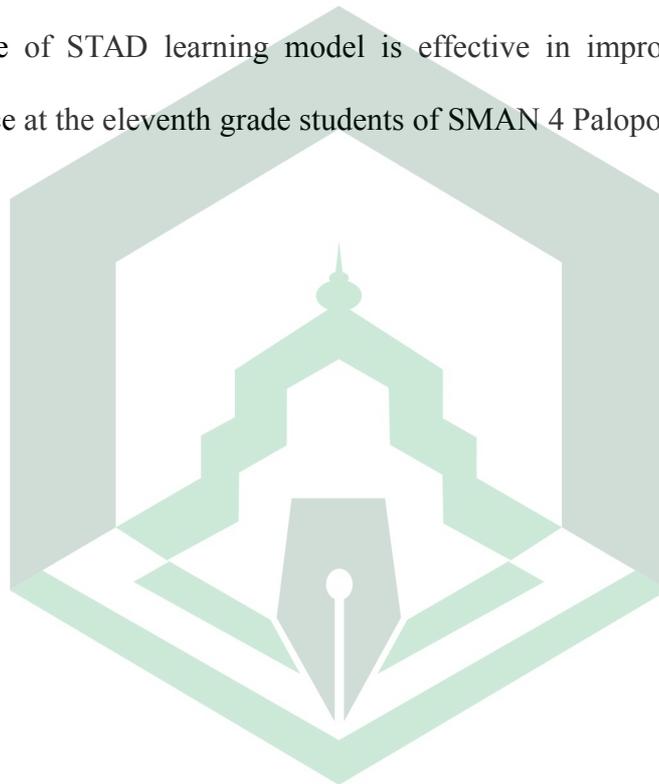


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G. Hypothesis

To test the hypothesis, this research used statistic hypothesis namely:

- a. H_0 : The use of STAD learning model is not effective in improving the students' passive voice at the eleventh grade students of SMAN 4 Palopo.
- b. H_1 : The use of STAD learning model is effective in improving the students' passive voice at the eleventh grade students of SMAN 4 Palopo.



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CHAPTER III

METHOD OF THE RESEARCH

This chapter describes about the method and design of the research, population and sample of the research, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Method and Design of the Research

1. Method

The method used in this research was pre-experimental method. It was used to know the effectiveness of STAD learning model in improving the students' passive voice at the eleventh grade students of SMAN 4 Palopo.

2. Design

This research involved one group of students with pre-test, treatment, and post test design. The design of this research can be described as follows:

$$E = O_1 - X - O_2$$

Where:

E	=	Experimental
O ₁	=	Pre-test
X	=	Treatment
O ₂	=	Post-test ¹

¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 1998), p.84.

B. Population and Sample of the Research

1. Population

The population of this research took the eleventh grade students of SMAN 4 Palopo. The populations were all IPA class that consists of 4 classes and each class consist of 24 students, so the populations were 96 students.

2. Sample

In this research, the researcher used purposive sampling technique. The researcher took one class from four classes, namely class XI IPA 3, because basing on the observation that the researcher did at the class XI IPA 3, the researcher found that the students in this class had heterogeneous with different of their performance level, gender and ethnicity. In this class, there were 24 students registered but there were only 20 students actively attended the class during the research, so the samples were 20 students.

C. Instrument of the Research

In this research, the researcher used grammar test, especially passive voice. It was used in pre-test and post-test. Furthermore, the researcher used questionnaire to get the students' response toward the use of STAD learning model.

1. Grammar test

Actually, there are many kinds of grammar test. However the researcher used “Multiple choices” test to find out the students’ understanding about passive voice. The numbers of questions in this test were 20 items. Then, the students had to do the test in 60 minutes. Every number in the test will be given score 1 if the answer is true and score 0 if the answer is false.²

2. Questionnaire

In finding out the students’ response toward the use of STAD learning model in teaching passive voice, the researcher used questionnaire.

D. Procedure of Collecting Data

The data was collected by using the procedures as follow:

1. Giving Pre-test

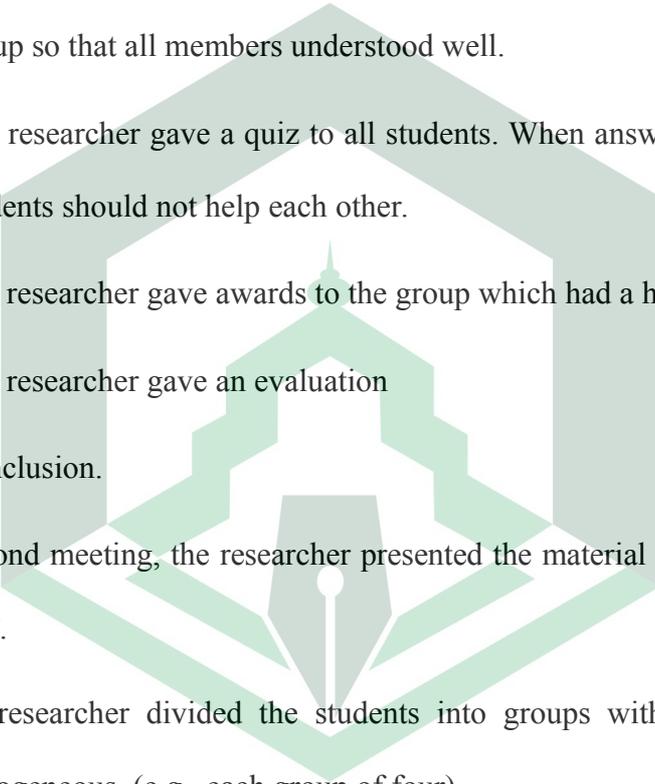
First, the researcher introduced herself and explained about the purpose of this research. Second, the researcher gave pre-test to the students. There were 20 items of the test and must be finished by the students in 60 minutes. This test was aimed to find out the students’ ability about passive voice.

2. Giving Treatment

The treatment was given for four meeting by using STAD learning model, the researcher taught passive voice by using STAD learning model in each meeting. However, the learning material was different. Here was the detailed explanation:

- a. The first meeting, the researcher presented the material about “simple present passive”.

² Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Rineka Cipta, 2003), P.76

- 1) The researcher divided the students into groups with members of the heterogeneous. (e.g., each group of four).
 - 2) The researcher presented the lesson.
 - 3) The researcher gave a task to be done by the group members.
 - 4) Students who could do the task /problem explained to members of the group so that all members understood well.
 - 5) The researcher gave a quiz to all students. When answering the quiz, the students should not help each other.
 - 6) The researcher gave awards to the group which had a highest point.
 - 7) The researcher gave an evaluation
 - 8) Conclusion.
- b. The second meeting, the researcher presented the material about “simple past passive”.
- 1) The researcher divided the students into groups with members of the heterogeneous. (e.g., each group of four).
 - 2) The researcher presented the lesson.
 - 3) The researcher gave a task to be done by the group members.
 - 4) Students who could do the task /problem explained to members of the group so that all members understood well.
 - 5) The researcher gave a quiz to all students. When answering the quiz, the students should not help each other.
- 

- 6) The researcher gave awards to the group which had a highest point.
- 7) The researcher gave an evaluation.
- 8) Conclusion.



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- c. The third meeting, the researcher presented the material about “simple future passive”.
- 1) The researcher divided the students into groups with members of the heterogeneous. (e.g., each group of four).
 - 2) The researcher presented the lesson.
 - 3) The researcher gave a task to be done by the group members.
 - 4) Students who could do the task /problem explained to members of the group so that all members understood well.
 - 5) The researcher gave a quiz to all students. When answering the quiz, the students should not help each other.
 - 6) The researcher gave awards to the group which had a highest point.
 - 7) The researcher gave an evaluation.
 - 8) Conclusion.
- d. The fourth meeting, the researcher reviewed all materials which had been given in meeting 1 until meeting 3.
- 1) The researcher divided the students into groups with members of the heterogeneous. (e.g., each group of four).
 - 2) The researcher presented the lesson.
 - 3) The researcher gave a task to be done by the group members.
 - 4) Students who could do the task /problem explained to members of the group so that all members understood well.

- 5) The researcher gave a quiz to all students. When answering the quiz, the students should not help each other.
- 6) The researcher gave awards to the group which had a highest point.
- 7) The researcher gave an evaluation.
- 8) Conclusion.

3. Giving Post-test

At the last meeting, the researcher gave grammar test to the students. This test was aimed to know whether the students got different development or not in passive voice after giving them treatment.

4. Giving questionnaire

The questionnaire was aimed to know the students' response toward the use of STAD learning model in teaching passive voice. The questionnaire distributed to the students at the last meeting.

E. Technique of Data Analysis

The data analysis technique involved some steps that are elaborated as follows:

- a. Scoring the students correct answer by using the following formula³:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

3 Op. Cit., *Prosedur Penelitian: Suatu Pendekatan Praktis*, p.185

- b. Classification the students score based on the following classification:

The Students' Score Classification

No.	Score	Classification
1.	80 - 100	Excellent
2.	66 - 79	Good
3.	56 - 65	Average
4.	40 - 55	Poor
5.	0 - 39	Fairly Poor ⁴

- c. Calculating the rate percentage of students score by using the following formula:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = the cumulative frequency of Subjects

N = Total number of sample

- d. Looking for the mean score and standard deviation the researcher used SPSS
- 21.
- e. Criteria of hypothesis acceptability

If = $t_0 \geq t_t$ it means that null hypothesis is rejected

⁴ Suharsimi Arikunto dan Cepi Safruddin Abdul Jabar, *Evaluasi Program Pendidikan*, (Jakarta: Bumi Aksara, 2009), p.35

If $t_0 \leq t_t$ it means that null hypothesis is accepted⁵



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⁵ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo, 1995), p. 289

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes about the findings and discussions result of the research shows the realities and comparing between theory and application in educational institution.

A. Findings

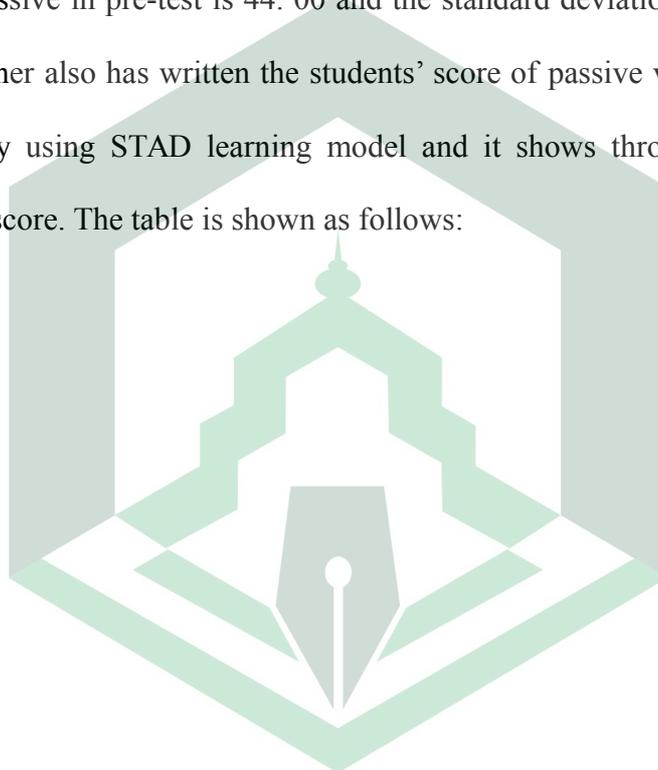
The findings of this research were showed to describe the result of the data that were analyzed statistically. It comprised of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

- I. The analysis students' passive voice score in pre-test and post-test.
 - a. Pre-test

In this section, the researcher shows the complete score of students' passive voice ability in pre-test, the mean score and standard deviation of students, and the rate percentage of students' passive voice score in pre-test. The researcher presented them in the tables and calculating the score by using SPSS 21. For more clearly, at first the researcher would show the complete score of students' passive voice ability in pre-test. It was tabulated by following table:

Students' score in pretest	20	30,00	25,00	55,00	880,00	44,0000	1,76218
Valid N (list wise)	20						

The table 4.2 shows that the highest score of student is 55 and the lowest score is 25. Besides, the score of the students also indicates that the mean score of students' passive in pre-test is 44. 00 and the standard deviation error is 1.76218. The researcher also has written the students' score of passive voice before giving treatment by using STAD learning model and it shows through the table rate percentage score. The table is shown as follows:

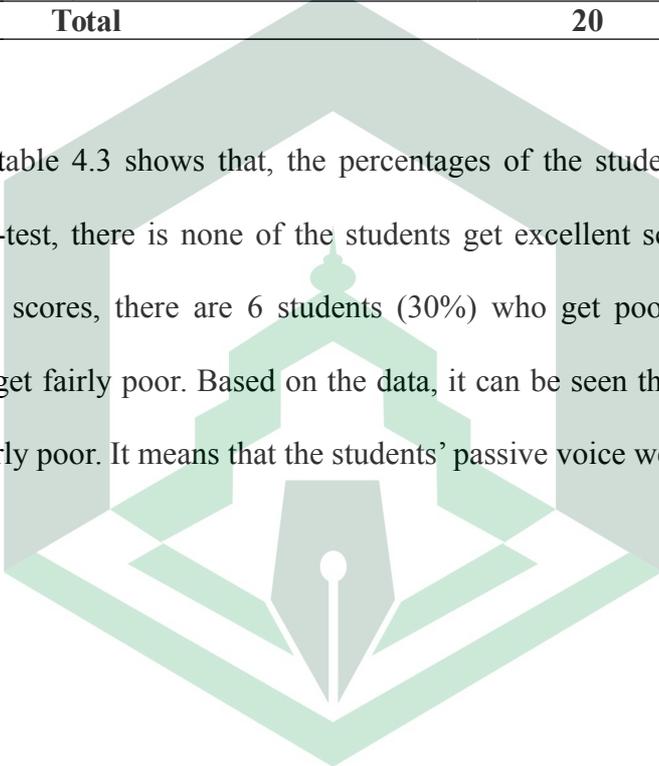


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Table 4.3**The Rate Percentages Score of the Students' Passive Voice in Pre-test**

No.	Classification	Score	Frequency	Percentage
1.	Excellent	80-100	-	0%
2.	Good	70-79	-	0%
3.	Average	60-69	-	0%
4.	Poor	50-59	6	30%
5.	Fairly Poor	0-49	14	70%
Total			20	100%

The table 4.3 shows that, the percentages of the students' passive voice score in pre-test, there is none of the students get excellent scores, good scores and average scores, there are 6 students (30%) who get poor and 14 students (70%) who get fairly poor. Based on the data, it can be seen that the students get poor and fairly poor. It means that the students' passive voice were still low.



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b. Post-test

In this area, the researcher made the rate percentage of the score of students' passive voice in post-test. The results of the students' score in post-test were presented in the tables as follows:

Table 4.4

The Scores of Students' Passive Voice in the Post-test

Respondent	Right Answer	Score
R1	19	95
R2	18	90
R3	15	75
R4	16	80
R5	16	80
R6	15	75
R7	15	75
R8	17	85
R9	14	70
R10	17	85
R11	15	75
R12	11	55
R13	14	70
R14	11	55
R15	13	65
R16	12	60
R17	15	75
R18	15	75
R19	12	60
R20	11	55
N=20	$\Sigma X = 1455$	

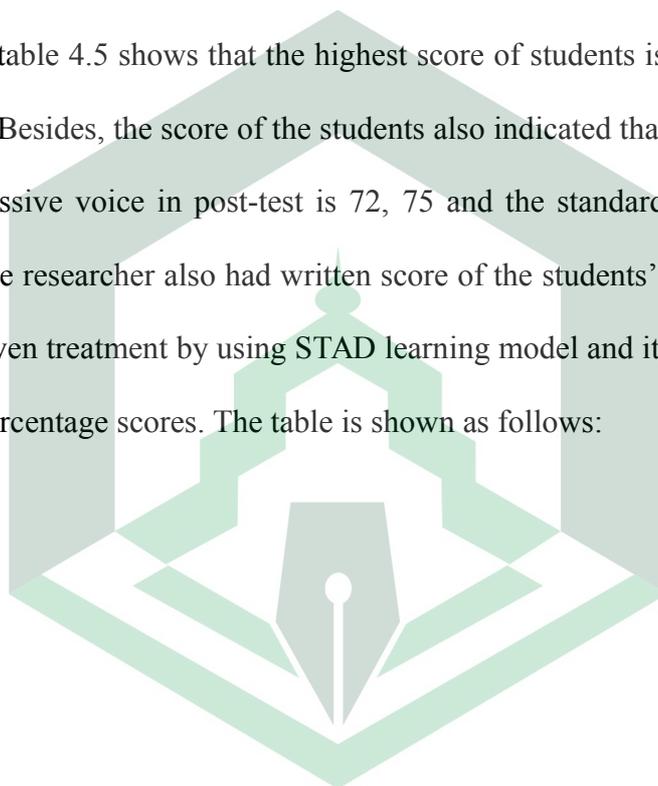
For looking the mean score of students' passive voice in post-test, the researcher calculated it by using SPSS 21. The result can be presented into the table descriptive statistic as follows:

Table 4.5

The Mean Score of Students' Passive voice in Post-Test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Students' score in posttest	20	40,00	55,00	95,00	1455,00	72,7500	2,60250
Valid N (list wise)	20						

The table 4.5 shows that the highest score of students is 95 and the lowest score is 55. Besides, the score of the students also indicated that the mean score of students' passive voice in post-test is 72, 75 and the standard deviation error is 2.60250. The researcher also had written score of the students' passive voice who had been given treatment by using STAD learning model and it shows through the table rate percentage scores. The table is shown as follows:



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Table 4.6**The Rate Percentages Score of Students' Passive Voice in Post-test**

No.	Classification	Score	Frequency	Percentage
1.	Excellent	80-100	6	30%
2.	Good	70-79	8	40%
3.	Average	60-69	3	15%
4.	Poor	50-59	3	15%
5.	Fairly Poor	0-49	-	0%
Total			20	100%

The table 4.6 shows that, the percentages of the students' passive voice score in post-test, there are 6 students (30%) who get excellent. there are 8 students (40%) who get good, 3 students (15%) who get average, there 3 students (15%) who get poor and there are none of students (0%) get fairly poor. It means that the score of student after doing the treatment process during four meeting are very significance because the students' score is improved from pre-test to post-test. Although there are still a few student get poor score.

Besides showing about the mean score in each subject of the students' ability in passive voice, the researcher also would present the total mean score and standard deviation of pre-test and post-test, and then compare both of them. The result would be presented into the table descriptive statistic as follows:

Table 4.7

The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	25,00	55,00	880,00	44,0000	7,88069
Posttest	20	55,00	95,00	1455,00	72,7500	11,63875
Valid N (list wise)	20					

The table 4.7 indicates that the standard deviation in pre-test is 7.88 and in post-test are 11.6. It also shows that mean score of the students in pre-test are 44.00 and the mean score of the students in post-test are 72.75. The result of the table above shows that the mean score of students in post-test is higher than the mean score of students in pre-test. It can be concluded that using STAD learning model was effective in teaching passive voice.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{est} analysis and calculated it by using SPSS 21. The results can be shown in the table of paired samples statistics, paired samples correlations, and paired samples test. It is presented in the following tables:

Table 4.8
The Paired Samples Statistics of Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	72,7500	20	11,63875	2,60250
	Pretest	44,0000	20	7,88069	1,76218

The table paired samples statistics of pre-test and post-test indicates that, the value of standard deviation in pre-test is 7.88069 and 11.63875 in post-test. Besides, the standard deviation error in pre-test is 1.76218 and 2.60250 in post-test. The table 4.8 also shows that the mean score in pre-test is 44.00 and in post-test is 72.75. It can be concluded that the students' score improved from 44.00 to 72.75.

Table 4.9
The Paired Samples Correlations of Pre-test and Post-test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Posttest & pretest	20	,476	,034

The table paired samples correlations of pre-test and post-test indicates that the correlation of the students' ability before and after treatment is 0.476. It means that there is a significant correlation of students' ability in teaching passive voice by using STAD learning model before and after treatment.

Table 4.10
The Paired Samples Test of Pre-test and Post-test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest – pretest	28,75000	10,49749	2,34731	23,8370	33,6629	12,248	19	,000

From the table sample test 4.10, the researcher got the data that t_0 (t_{test}) = 12.248 and df (degree of freedom) = 19. According to the Gay the value of t_t = 2.093.¹ It was the standard of signification 0.05 with degree of freedom (df) = 19. Based on the result, the researcher concluded that t_0 (t_{test}) was higher than t_t (t_{table}), $t_0 > t_t$.

$$12.248 > 2.093$$

Related to the result that ($t_0 > t_t$) the t_{test} was higher than t_{table} . It concluded that there was a significance difference in teaching passive voice before and after using STAD learning model. Because of that, the researcher assumes that the STAD learning model was effective in teaching passive voice at the eleventh grade students of SMAN 4 Palopo.

2. Analysis of Questionnaires

To get the data of students' response in learning passive voice by STAD learning model, the researcher made questionnaire that consisted of 8 items. To

¹L.R.Gay. Geoffery E, Mills. Pette airasian, *education research*.

find out the percentage of students in questionnaire assessment by using the formula below:

$$P = \frac{F}{N} \times 100\%$$

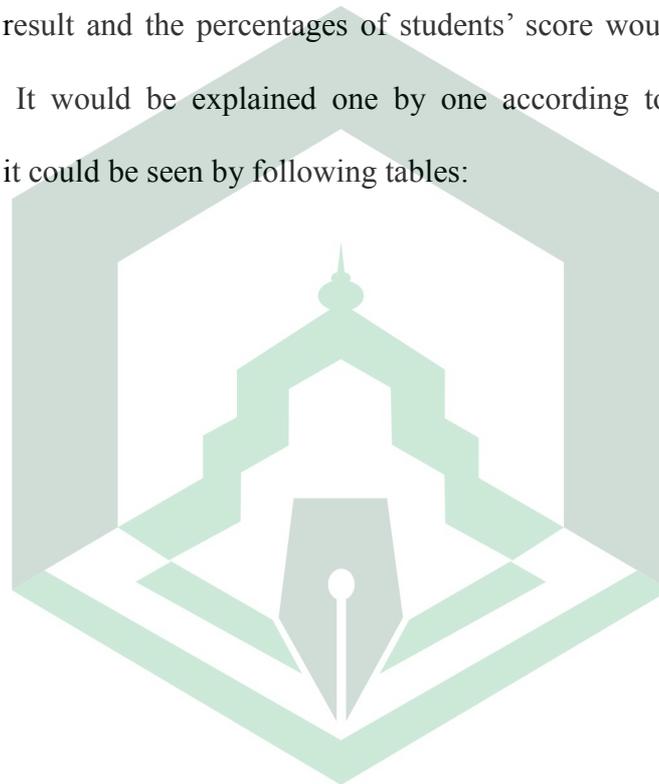
Where:

P = the percentage from the students' response

F = the frequency

N = Number of students.

The result and the percentages of students' score would be presented by using table. It would be explained one by one according to the indicators of interest and it could be seen by following tables:

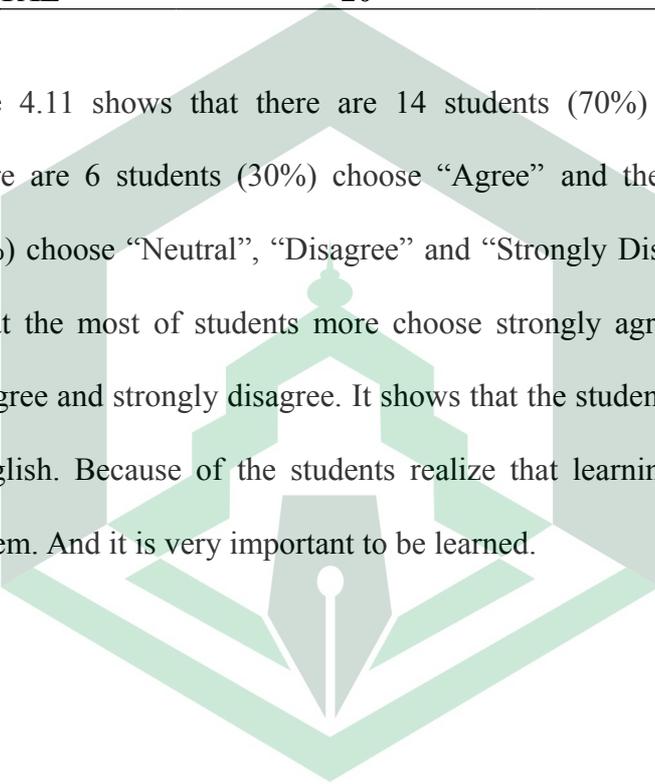


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Table 4.11**1. English is very important to be learned**

Item of Choice	Frequency	Percentage
Strongly Agree	14	70%
Agree	6	30%
Neutral	-	0%
Disagree	-	-
Strongly Disagree	-	-
TOTAL	20	100%

Table 4.11 shows that there are 14 students (70%) choose “Strongly Agree”, there are 6 students (30%) choose “Agree” and there is none of the students (0%) choose “Neutral”, “Disagree” and “Strongly Disagree”. The result indicates that the most of students more choose strongly agree and agree than neutral, disagree and strongly disagree. It shows that the students are interested in learning English. Because of the students realize that learning English is very useful for them. And it is very important to be learned.



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Table 4.12

2. I feel a loss if I did not attend the English class especially when discussions the passive voice using STAD learning model

Item of Choice	Frequency	Percentage
Strongly Agree	9	45%
Agree	11	55%
Neutral	-	0%
Disagree	-	0%
Strongly Disagree	-	0%
TOTAL	20	100%

Table 4.12 indicates that there are 9 students (45%) choose “Strongly Agree”, 11 students (55%) choose “Agree” and there is none of the students (0%) choose “Neutral”, “Disagree” and “Strongly Disagree”.

The result shows that the most of students choose “Agree” and “Strongly Agree”. It means that the most of students do not feel a loss to learn passive voice in using STAD learning model.

Table 4.13

3. I feel motivated to learn passive voice by the application of STAD learning model in the school.

Item of Choice	Frequency	Percentage
Strongly Agree	10	50%
Agree	10	50%
Neutral	-	0%
Disagree	-	0%
Strongly Disagree	-	0%
TOTAL	20	100%

Table 4.13 indicates that there are 10 students (50%) choose “Strongly Agree”, and there are 10 students (50%) choose “Agree”. But from the table shows that there is none of the students (0%) choose “Neutral”, “Disagree” and “Strongly Disagree”.

The result shows that the most of students choose “Agree” and “Strongly Agree”. It shows that the students are interested in learning passive voice through STAD learning model. Because of the students realized that the STAD learning model is useful for them especially to improve their passive voice. One of the benefits that they get from STAD learning model, it can motivate them to learn passive voice.

Table 4.14

4. I feel that the application of STAD learning model for teaching passive voice very useful.

Item of Choice	Frequency	Percentage
Strongly Agree	14	70%
Agree	6	30%
Neutral	-	0%
Disagree	-	0%
Strongly Disagree	-	0%
TOTAL	20	100%

Table 4.14 indicates that there are 14 students (70%) choose “Strongly Agree”, 6 students (30%) choose “Agree”, and there is none of the students (0%) choose “Neutral”, “Disagree” and “Strongly Disagree”.

The result shows that the most of the students choose “Agree” and “Strongly Agree”. It can be concluded that the students are interested in learning passive voice through STAD learning model. Because of the students realized that STAD learning model is useful for them especially to improve their passive voice.

Table 4.15

5. By STAD learning model I and my friends can participate actively in the learning process.

Item of Choice	Frequency	Percentage
Strongly Agree	5	25%
Agree	12	60%
Neutral	3	15%
Disagree	-	0%
Strongly Disagree	-	0%
TOTAL	20	100%

Table 4.15 indicates that there are 5 students (25%) choose “Strongly Agree”, 12 students (60%) choose “Agree”, there are 3 students (15%) choose “Neutral” and there is none of the students (0%) chose “Disagree” and “Strongly Disagree”. The statement above shows that the students give positive response through STAD learning model. It can be seen from the students’ answer, where some of them choose strongly agree and the others choose agree.

Therefore, the researcher assumes that through STAD learning model the students become active during the learning process. And it can be concluded that the students have big attention in learning passive voice when applying STAD learning model.

Table 4.16

6. I feel the application of STAD learning model is very effective in teaching passive voice.

Item of Choice	Frequency	Percentage
Strongly Agree	2	10%
Agree	12	60%
Neutral	6	30%
Disagree	-	0%
Strongly Disagree	-	0%
TOTAL	20	100%

Table 4.16 indicates that there are 2 students (10%) choose “Strongly Agree”, 12 students (60%) choose “Agree”, there are 6 students (30%) choose “Neutral”, and there is none of the students (0%) choose “Disagree” and “Strongly Disagree”. The result shows that the most of students choose “Agree”, so it means that this technique is effective in improving students’ English efficiency at the eleventh grade students of SMAN 4 Palopo.

Table 4.17

7. I am not bored with application STAD learning model in teaching passive voice.

Item of Choice	Frequency	Percentage
Strongly Agree	4	20%
Agree	11	55%
Neutral	5	25%
Disagree	-	0%
Strongly Disagree	-	0%
TOTAL	20	100%

Table 4.17 indicates that there are 4 students (20%) choose “Strongly Agree”, 11 students (55%) choose “Agree”, 5 students (25%) choose “Neutral” and there is none of the students (0%) choose “Disagree” and “Strongly Disagree”. The result shows that the students do not feel bored in learning passive voice. So, it can be concluded that the students are interested in learning passive voice through STAD learning model.

Table 4.18

8. I feel easy to understand the material passive voice by the application of STAD learning model

Item of Choice	Frequency	Percentage
Strongly Agree	1	5%
Agree	10	50%
Neutral	9	45%
Disagree	-	0%
Strongly Disagree	-	0%
TOTAL	20	100%

Table 4.18 indicates that there is 1 student (5%) choose “Strongly Agree”, 10 students (50%) choose “Agree”, there are 9 students (45%) choose “Neutral” and there is none of the students (0%) chose “Disagree” and “Strongly Disagree”.

The result shows that most of the students choose “Agree” and “Neutral”. It can be concluded that the students are interested in learning passive voice through STAD learning model. Because of the students realized that STAD learning model is useful for them especially to improve their passive voice. And they realized that learning passive voice by applying STAD learning model does not make them difficult to understand the material. It makes them easier to understand the material. So it can be concluded that this technique is effective to make students at the eleventh grade students of SMAN 4 Palopo can understand the material easily.

B. Discussions

1. Grammar Test

In this section the researcher presents the result of data analysis in findings. It discusses about the effectiveness of Student Teams Achievement Divisions (STAD) model in improving students’ passive voice at the eleventh

grade students of SMAN 4 Palopo since the pre-test until post-test has been conducted.

After analyzing the data of students' grammar test, it showed that $t_{\text{test}} (t_0)$ with value (12,248) was higher than $t_{\text{table}} (t_t)$ with value (2.093) with degree of freedom (df) =19 and on the level significance 0.05, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there was a significant difference between the result of pre-test and the result of post-test.

In pre-test, the researcher used multiple choices test to know the students' understanding about passive voice, the number of questions in this test were 20 items. Each correct answer is given one point. If the students answer 20 questions correctly, so the score is 20.

From the result showed that in pre-test there were 6 students (30%) who got poor and 14 students (70%) who got fairly poor. The mean score of the students were low (44, 00). In pre-test the lowest score was 25 while the highest score of students was 55.

It means that the students' passive voice were still low. They could not answer the questions well. It could be seen from value of students' correct answer. Most of the students were confusing when they did the grammar test.

In the treatments, most of the students were encouraged to study by using STAD learning model. But during the treatments, the researcher also found the problems, some of the students did wrong in answering the question and the students had difficulty in mastering the past participle to solve the problems, the

researcher gave list of irregular verb and gave more intensive guidance to the students in order to understand the material.

In post-test, the researcher also gave multiple choice tests as in pre-test, but the questions were different. The post-test was done after giving four treatments to the students. It was done to get students' score in post-test and to know the students' passive voice improvement. It was found that in post-test there is none of students get fairly poor, there are 3 students who get poor, 3 students who get average, 8 students who get good, and there are 6 students who get excellent. The students' mean score in post-test was 72, 75. In post-test, the lowest score was 55 while the highest score of students was 95.

It could be concluded that, by using STAD learning model in improving passive voice could help the students to be more active and motivated to study and it made them to think creatively and worked cooperatively, they know how to change the active voice into passive voice, they could make sentence correctly, they also mastered the past participle and they were active in all activities during learning process, so they can increase their information and knowledge after using this technique and students are interested in learning process because they put in an enjoyable situations.

In this section the researcher also explains about students' score in grammar test. There were students having fairly poor score and poor score.

For more clearly, the researcher explains the result of students' grammar test as follows:

In the result of grammar test, the students got many various score. There were 3 students classified in fairly poor score. They were respondent 12, respondent 14, and respondent 19.

In pre-test there were 20 questions. Respondent 12 got score 7, Respondent 14 got score 6, and Respondent 20 got score 5. They could not answer the question well, it can be seen by the value of correct answers in pre-test, they did not know well or still lack of passive voice. But they began to know how to answer the questions by their new knowledge's in post-test. It can be seen by the value of correct answer in post-test. Respondent12 got score 11, Respondent 14 got score 11, and Respondent 19 got score 12. It is indicated that the students got improvement in passive voice although their score were classified in low score.

After the researcher analyzed their answer in grammar test, the researcher found that they had low score in comprehending passive voice, they had not mastered the past participle and they still confused in using auxiliary or to be, they could not make passive voice correctly and less active in the treatment. Therefore, it was surprised that they were classified low score. They only need more practice to improve their knowledge and understanding of passive voice.

For example respondent 12: (See Appendix)

Criteria of students' score in pre-test:

The respondent 12 get score 7 because 13 numbers are wrong.

For example Item number 2, 5, 8, 10, 15, and 19 are classified in easy questions, but his answers are false in questions number 5, 8 and 10. It means that he only guesses in answering the questions of numbers 2, 15, and 19. And the difficult questions are numbers 1, 3, 4, 6, 7, 9, 11, 12, 13, 14, 16, 17, 18, and 20. And his answers are true in questions of number 1, 11, 12 and 20. But the other questions are false. It means that he does not know in answering the question well and he only guesses in answering the questions.

For example Respondent 12: (See Appendix)

Criteria of students' score in post-test:

The respondent get score 11 because 9 numbers are wrong.

For example Item number 2, 6, 8, 12, 13, 17, and 20 are classified in easy questions, and his answers are true in all questions. It means that he understands in answering the question. And the difficult questions are numbers 1, 3, 4, 5, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, and 19. And his answers are true in questions of number 4, 11, 14, 15, and 16. But the other questions are false. It means that he has not understood in answering the question well and he only guesses in answering the questions. It can be concluded that there is improvement of student' score from pre-test to post-test.

Besides fairly poor score, there were also students were classified in poor score. There were 17 respondents got poor score. In this classification, the researcher also took 3 students as examples. They were respondent 1, respondent 2 and respondent 4.

In pre-test, they also could not answer the question well. It can be seen by the value of correct answers in pre-test. Respondent 1 got score 9, respondent 2 got score 8, and respondent 4 got score 9. They also still lack of passive voice and did not understand about it. But in post-test they could get high score, they began to know how to answer the question by their knowledge in post-test. It can be seen by the value of correct answer in post-test. Respondent 1 got score 19, Respondent 2 got score 18 and Respondent 4 got score 16. They got better than before, so the researcher concluded that any students had a good knowledge than others and they began to know and understand of passive voice.

After the researcher analyzed their answer in grammar test, the researcher found that they had high score in comprehending passive voice. They got low score in the pre-test because they had not known how to change the active voice into passive voice correctly, they had not mastered the past participle and they still confused in using auxiliary or to be. So after they understood about the material of passive voice, they did not feel difficult to do the test so much and they were active in all activities during learning process. So they were classified in high score and they could understand the passive voice well.

For example Respondent 1: (See Appendix)

Criteria of students' score in pre-test:

The respondent get score 9 because 11 numbers are wrong.

For example Item number 2, 5, 8, 10, 15, and 19 are classified in easy questions, but her answers are false in all questions. It means that she does not understand in answering the questions. And the difficult questions are numbers 1, 3, 4, 6, 7, 9,

11, 12, 13, 14, 16, 17, 18, and 20. And her answers are false in questions of number 7, 13, 17, and 18. And the other questions are true. It means that she can answer the difficult questions although she still confuses in answering the other questions.

For example Respondent 1: (See Appendix)

Criteria of students' score in post-test:

The respondent got score 19 because 1 numbers were wrong.

For example Item number 2, 6, 8, 12, 13, 17, and 20 are classified in easy questions, and her answers are true in all the questions. It means that she understands in answering the question. And the difficult questions are numbers 1, 3, 4, 5, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, and 19. And her answer is false in questions of number 5. But the other questions are true. It means that she has understood in answering the question well although number 5 is false. It can be concluded that there is improvement of student' score from pre-test to post-test after they learnt passive voice by using STAD learning model.

Based on the result, it can be concluded that actually students are not stupid but sometimes they need a teacher that can make them feel enjoy and motivate them in the class and the teacher can use this technique. The teacher that can be good model for them, the teacher that can give the opportunity for students to be active in the class. The students also need practice not only by given the materials and above all it depends on the good technique in doing teaching-learning process. The researcher believes that STAD learning model helps students to get their knowledge because it makes the students are more active in

learning process. The students work together and share with their groups to finish about the problems that have been faced. So that, all the students in each group understands about the material. Therefore, STAD learning model is effective to improve the students' passive voice.

Based on the comparison score between pre-test and post-test result. It could be concluded that, there was significant difference of students' score in pre-test and post-test. The students' score in post-test was higher than their score in pre-test. It means that, there was improvement of students' score from pre-test to post- test after they learnt passive voice by using STAD learning model. Based on the result the mean score of students' passive voice (72.75) in post-test was higher than the mean score of students (44.00) in pre-test. It could be concluded that STAD learning model was effective in teaching passive voice especially to improve the students' passive voice at the eleventh grade students of SMAN 4 Palopo.

2. Analysis of Questionnaire

This research presents the result of data analysis from questionnaire, in relation to the findings of the percentage on the students' response in learning passive voice by STAD learning model, it indicated that there were most of the students very interested in learning passive voice by STAD learning model and the others were interested in learning passive voice.

In addition the students' response in learning passive voice by STAD learning model could be seen through the total items found in the available questionnaire of the students' response, namely:

- a. The students' attention in learning passive voice by STAD learning model. The students that have a big interest in studying, of course would have a big attention during the learning process. Their attention could be identified from their focus and active in learning process. These items related to the questionnaire number 5 and 8.
- b. The students' interest to the material in learning passive voice by STAD learning model. The student's interest to the subject matter could be seen from their activity during the learning process. Whether they feel interested to the subject matter, they feel motivated, and they feel bored during the learning process. These items related to the questionnaire 3, and 7.
- c. The awareness of there was a benefit that could be got by the students after learning passive voice by STAD learning model. These items related to the questionnaire number 1, 2, 4 and 6.

Learning passive voice by STAD learning model was one of effective and interesting ways that could be applied in the classroom. Besides, STAD learning model could motivate the students to improve their passive voice. This model could make the students focus and active during the learning process. By applying this model we could learn enjoying. Based on the result the researcher concluded that with STAD learning model the students can improve their effectiveness, motivation, give new solution to improve passive voice, creativity, make the students focus and active during the learning process and enjoying in learning passive voice. In addition, the researcher found that most of the students give

positive respond and interested in learning passive voice through STAD learning model.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents about conclusions and some suggestions related to the findings and the discussion of the research.

A. Conclusions

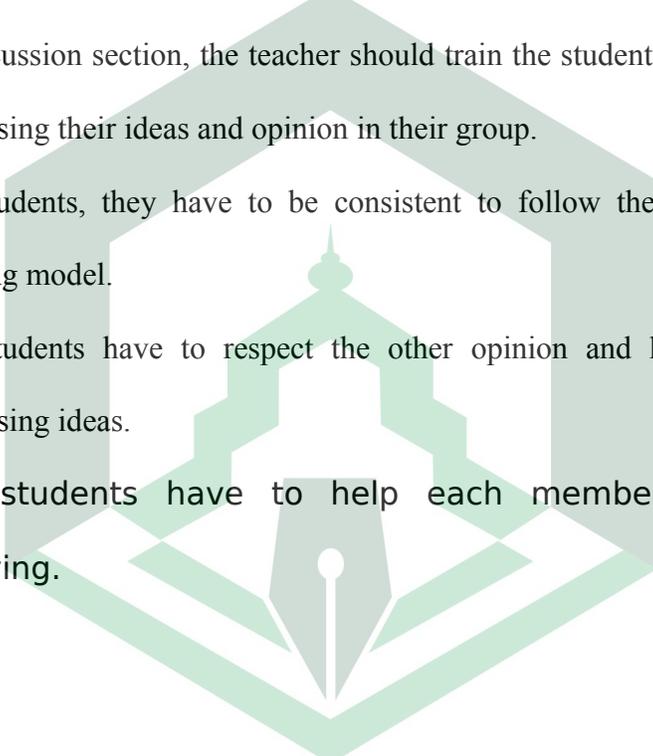
Based on the findings, and discussions in the previous chapter, the researcher draws conclusions as follows:

1. Having implemented the treatments by using STAD learning model, it was found that the mean score of post-test (72.75) was higher than the mean score of pre-test (44.00). The data had been analyzed by using (t_t) standard of significant 5% with degree of freedom (df) = 19, got $t_t = 2.093$ and standard of signification 0.05, the result of t_0 (t test) is 12,248. From this result the researcher gave interpretation that t_0 (t_{test}) is higher than t_t (t_{table}), $12.248 > 2.093$. It means that there was a significant differentt between students' ability before and after giving treatment. It could be concluded that STAD learning model is effective in teaching passive voice at the eleventh grade students of SMAN 4 Palopo.
2. Having analyzed the result of students' response toward the STAD learning model applied in this research. It was found that most of the students gave positive respond and interested in learning passive voice through STAD learning model.

B. Suggestions

Based on the conclusion, the researcher would like to put forward some suggestions as follows:

1. The teacher should divide the group heterogeneously.
2. The teacher should monitor the students' activeness in each group. So that, every students can understand the material well.
3. In discussion section, the teacher should train the students to think critical by expressing their ideas and opinion in their group.
4. For students, they have to be consistent to follow the rule of the STAD learning model.
5. The students have to respect the other opinion and have self-esteem in expressing ideas.
6. The students have to help each member of group for studying.



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