

**TEACHING PASSIVE VOICE THROUGH ORAL DRILL AT  
THE ELEVENTH YEAR STUDENTS OF MA AL-MAWASIR  
PADANG KALUA'**

**( A Classroom Action Reseach)**



**A THESIS**

**Submitted to the English Language of S1 Tarbiyah Department of State  
College for Islamic Studies of Palopo in Partial Fulfillment of Requirement  
for the Degree of Sarjana Pendidikan Islam ( S.Pd.) English Teaching**

**By**

**JUSRIANI**

**NIM 09.16.3.0025**

**Supervised By:**

- 1. Dr. Rustan S, M.Hum**
- 2. WISRAN, S.S, M.Pd**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PALOPO  
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**NIM 09.16.3.0025**

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## ABSTRACT

**Jusriani, 2014. Teaching Passive Voice through Oral Drill at the Eleventh Year Students of MA Al-mawasir Padang Kalua' Thesis, English Study Program Education Department of State Collage for Islamic Studies (STAIN) Palopo. Under Supervisors (1) Dr. Rustan S., M.Hum. (2) Wisran, S.S., M.Pd.**

### **Key Words: Passive Voice and Oral Drill Technique**

This thesis deals with the using of oral drill in teaching passive voice at the eleventh year students of MA Al-mawasir padang kalua'. The problem statement of this thesis is What is the effective way in teaching passive voice at the Eleventh year students of MA Al-mawasir Padang Kalua'?

This research was done through classroom action research (CAR), it was held for two cycles which include four steps for each namely planning, acting, observing, and reflecting. This research focused on teaching passive voice through oral drill at the eleventh year students of MA Al-mawasir Padang Kalua' class B and the students were 21 students. The instruments of this research were test (worksheet), test, observation list and camera. Test was given to know how far the students understand the material that has been given. Observation list gave data about active participant during teaching learning process. And camera to take picture during the class.

Based on the description above, the researcher answer the objective of the research are to find out the effective way in teaching Passive Voice through Oral Drill at the eleventh year students of MA Al-mawasir Padang Kalua'. And The effective ways of using orall drill in teaching passive voice are supported by the classroom situation, like the students' seat position, and the instrument that will be used in the classroom like gave handout list of vocabulary which consist of regular and irregular verbs, gave more example sentence of pasive voice, and the students gave positive perception toward oral drill in each items.

By doing the procedures above, the result of the students improve by looking their score in cycle 1 and cycle 2. Their mean score in cycle 1 only got sixty and seventy one and cycle 2 the score improve to be seventy seven and fourteen. It means that teaching passive voice through oral drill was success.

## CHAPTER I INTRODUCTION

### *A. Background*

Grammar is one of the important elements in learning English. Grammar is the rule in a language for changing the form of words and combining them into sentences.<sup>1</sup> Grammar aspect is always considered as the most important thing in language learning, it is difficult for us to communicate accurately and to be understood in communication if we do not have the knowledge about the grammatical aspects as well as how to use this knowledge in our actual speech.

Many kinds of methods can be used in teaching grammar, such as games, exercises and repetition. Usually, many English teachers only use traditional ways in teaching grammar by giving the rules of one specific language point, providing some examples, and then asking the students to do exercises according to what has been taught. Actually, it is not enough for students to learn only the rules of the subject; it will make them easily forget what they have learnt.

In order to make the students understand the subject, we can use some activities carefully designed to teach the target language. There are some activities used in this method which are oral drills or repetition, written exercise, elicited dialogues, granular practice activities and games. From all those kinds of activities, the writer

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<sup>1</sup> Hornby, *Oxford advanced learner's Dictionary*(uk : Oxford university press, 1995),p.517

chooses the first activity which is the oral drill or repetition technique. Oral drill is a repeated exercise<sup>2</sup>. By this meaning oral drill is repeated over and over. It will be used in the Class Action Research (CAR) and the result will be written in this paper.

In this research, the researcher chooses oral drill to teach passive voice because the researcher is sure that teaching passive voice by using oral drill is the effective way in teaching grammar especially passive voice.

The passive voice is an important grammatical structure that appears in every form of written and spoken English. Knowledge of this construction is vital for reading and writing English in everyday life. In addition, we can use passive voice without referring to the agent of an action; it may therefore be used when the agent is unknown or unimportant, or the speaker does not wish to mention the agent. Another that, the statement in passive voice is more polite than active voice, for example; A mistake was made. In this case, the researcher focuses on the fact that a mistake was made, but I do not blame anyone (e.g. you have made a mistake).

According to Rosemary, in her research entitled "The Effectiveness of Teaching Passive Voice by using Oral Drill Technique for First Grade Students in Tri Arga Vocational High School". She suggested using oral drill is an effective way in teaching passive voice. Oral drill technique provides intensive oral practice of selected sentences. The philosophy behind the technique is that when the students answer the same questions with the same answers several times in class, there

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<sup>2</sup>Martin H Manswer, *Oxford Learners Pocket Dictionary* (Ed II: Oxford University Press, 2003), p.299.

will be a possibility for students to memorize the grammar point much more easily. The method used is like this: After explaining the form of the specific language point, in this case Passive Voice, teacher gives some examples. After that, to make the students easy to understand the subject, teacher can do oral drill or repetition.

The most difficult subject in grammar according to the Senior High School students in MA Al-Mawasir Padang Kalua' (based on the writer research and experience) is about the passive voice in grammar. They do not know the changing of the verbs like change the verb in the first form to verb in the third form. It is difficult also for them to use the correct auxiliary verb in passive sentence. They still do not know how to change the active sentence into passive sentence by using the correct auxiliary verb and verb. For example, the students usually write "I am given money by my father" that have meaning in Indonesian "Saya diberi uang oleh ayahku". The students do not know that to translate the verb from Indonesian language into English that is begun with "di-" or "ter-" in Indonesia it has rules that have to be used and the sentence is called as passive voice. From these case, the writer also agrees that Passive Voice is difficult because it is one of the common problems that cannot be ignored.

Based on the reason above, the researcher is interested to compose a thesis entitled "*Teaching Passive Voice through Oral Drill at the Eleventh Year of MA Al-Mawasir Padang Kalua'*".



### ***B. Problem Statements***

Based on the explanation on background the researcher formulates the research question namely:

“How effective is oral drill in teaching passive voice at the eleventh year students of MA Al-mawasir Padang Kalua”?”

### ***C. Objective of the Research***

Based on problem statements, the objective of the research is to find out the effective way of using oral drill in teaching passive voice at the eleventh year students of MA Al-Mawasir Padang Kalua’.

### ***D. Significance of the Research***

The result of this research is expected to be useful information for the English teacher to improve their way in teaching grammar especially in teaching passive voice and as a new experience for English teacher. Beside that it can also improve the student ability in learning grammar by using oral drill and it will be useful for the readers to increase their knowledge in learning and teaching English grammar especially passive voice through oral drill.

### ***E. Scope of The Research***

The scope of the research will be restricted to use of oral drill in teaching passive voice at the eleventh year of MA Al-Mawasir Padang Kalua'. It is emphasized in sentences of simple present tense.



**IAIN PALOPO**

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

In this thesis, the researcher found some researchers which are closely related to this research, those researchers:

1. The researcher, Rosemarry in her thesis which written under title “The Effectiveness of Teaching Passive Voice by Using Oral Drill Technique for First Grade Students in Tri Arga Vocational High School”. Based on the result, the research found that there are some factors that make “Oral Drill” effective, which is the students’ score, is higher and enjoy teaching method. The group that given oral drill seem more active and enthusiast. It is different to the other group that given traditional method, it seems not active and not enthusiast like the students in ‘Oral Drill’ group.<sup>1</sup>

2. The researcher, Satriyani in her thesis which written under title “The Problems Faced by the Third Year of SMA PMDS Putri in Using Active Voice and Passive Voice”. The result shows that the students don’t know the meaning or concept and the pattern of active voice and passive voice, so that the students can not

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<sup>1</sup>Rosemarry Bernadette, “*The Effectiveness of Teaching Passive Voice by Using Oral Drill Technique for First Grade Students in Tri Arga Vocational High School*”, ( A Thesis Bina Nusantara University. Jakarta, 2009), p.60,

differentiate between the sentence of active voice and passive voice.<sup>2</sup>

The problem that faced to the students at the third year of SMA PMDS Putri Palopo in using active voice and passive voice according to the research that had been done by Satriyani, it also faced by the students at the eleventh year of MA Al-Mawasir Padang Kalua'. Based on the fact, the researcher decides to teach passive voice. Teaching passive voice can make the student understanding the meaning or concept and the pattern of passive voice, so that the teacher can make the students knowing the way to make sentences in passive voice form and change the active sentence into passive sentence. Besides, it is very important to teach passive voice, because passive voice is an important grammatical structure that appears in every form of written and spoken English. It can be used without referring to the agent of an action; it may therefore be used when the agent is unknown or unimportant, or the speaker does not wish to mention the agent. Knowledge of this construction is vital for reading and writing English in everyday life.

According to the research that had been done by Rosemary shows that oral drill is effective to be used in learning process. Because it can make the students enjoy it and get high score. In addition, it also makes the students more active and enthusiast in learning process. Because of that, the researcher chose to use oral drill in this research. Oral drill is effective and right method to be applied in this research because the researcher believes that by internalizing pattern through drills, the learner will

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<sup>2</sup>Satriyani D., The Problems Faced by the Third Year of SMA PMDS Putri in Using Active Voice and Passive Voice , (A Thesis STAIN Palopo, 2002), p.23,

formulate simple and complex rules would produce only grammatical sentences in the target language. So that, the learner can masters a grammatical item or structure through constant repetition of the teacher's utterances. This is possible only by administering oral drill in the classroom.

Passive voice is not a derivative of active voice, which is the outcome of people's different meaning expression. Passive voice describes the whole process of certain event from the patient's point of view. It is a marked form of voice. There are three markers in passive voice, *be*, *-ed* and *by*, which has its meaning and significance respectively. Typical passive could be classified into two categories, passive with agent and passive without agent, or, agentive passive and non-agentive passive. In the agentive passive, the agent will not appear but will be implicit in the context.

Based on the explanation above, the researcher concludes that oral drill is appropriate teaching techniques to teach passive voice.

### **B. Definition of Teaching**

Generally teaching is not only transferring knowledge or tough to the student, but it is guiding the students in order that they are able to be success.

According to some experts: Jack C. Richards explain clearly, "Teaching is showing or helping someone to learn how to do something, giving information, providing with knowledge, causing to know or understand."<sup>3</sup> According to Douglas, teaching is

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<sup>3</sup>Jack C. Richards, *Approaches and methods in learning teaching*. (Cet.V111, New York : Cambridge university press, 1995), p. 44

guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>4</sup>

From some definitions above, the researcher concludes that teaching is an activity in learning process to give knowledge and information to the others people.

The process of teaching has three main components, the components are teachers who teach, students who accept the knowledge and the last is material or knowledge itself which is taught.

### **C. Grammar**

#### 1. Definition of grammar

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to sentence level rules only and not to rules governing the relationship among sentences, which we refer to as discourse rules.<sup>5</sup>

In linguistics, grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. Linguists do not normally use the term to refer to orthographical rules, although usage books and style guides that call themselves grammars may also refer to spelling and punctuation and

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<sup>4</sup>H. Douglas Brown, *principle of language learning and teaching*, ( fourth Edition, New Jersey : prentice hall international limited, 1987), p.7

<sup>5</sup> Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy*, (San Francisco State Univercity:2001), P.362.

English grammar consists of several parts commonly called part of speech consisting of:

- a. Noun
- b. Adjective
- c. Pronoun
- d. Verb
- e. Adverb
- f. Proposition
- g. Conjunction
- h. Interjection<sup>6</sup>

According to Hornby, grammar is the rule in a language for changing the form of words and combining them into sentences.<sup>7</sup> In addition, Sitti in her thesis defines; grammar is generally through to be a set of rules specifying the correct ordering of words at the sentence level. The longman dictionary of applied linguistics in practical English language teaching defines it as a description of the structure of a language and the way in which units such as words and phrases the structure of a language.<sup>8</sup>

According to same definition above, the research concluded that grammar is the study about all the rules in English.

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<sup>6</sup>Hilmi Faris Mukti, *Complete English Grammar*,( Yogyakarta Absolut,2006),p.6

<sup>7</sup> Hornby, *Oxford advanced learner's Dictionary*(uk : Oxford university press, 1995),p.517

<sup>8</sup>Sitti Ningsi Soel. *Improving Grammar Through Recording Words at the Eighth Year Students of SMPN 8 Palopo*, (A Thesis STAIN Palopo,2009).p.14

## 2. Scope of Grammar

### a. Units of language

Linguistic is usually define the largest unit of language as discourse or text, but for most practical teaching purpose, the sentence is probably the most convenient base units are the clause, the phrase, the word, the morpheme.

### b. Part of sentence

We may analyze the sentence according to the relationship between its component phrases. The most common part of the sentence are subject, verb, and object.

### c. Part of speech

Different parts of sentence may be realized by various kinds of word or phrase. These are noun, verb, adjective, adverb, auxiliary, modal verb, determiner and preposition.<sup>9</sup>

## 3. Principle for Teaching Grammar

According to Nunan there are at least 3 principles in teaching the grammar to the students, they are:

### a. Integrate both inductive and deductive method in your teaching

In the deductive classroom, the teacher gives a grammatical explanation or rule followed by a seed of exercise designed to clarify the grammatical point and help the learners master the point. In deductive teaching, you work form principles to examples. Inductive procedures reverse this process. In inductive teaching, you

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<sup>9</sup>Armawanto Tadjuddin, *“Improving Students’ Grammar Ability By Using Grammar Translation Method At The Tenth Year Of SMAN 4 Palopo, STAIN PALOPO”*. p.14



present the learners with samples of language and through a process of guided discovery, get them to work out the principles or rule for themselves.

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 sentences 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 work the window”, ” the dog bit the man”etc.) along the model of how to form the passive (“the window was broken.”) the task for the students was to turn the active voice sentences into the passive. Such a produce does not give students any insights into the communicate 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 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 us 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 of principle, but who violate the rule when using language communicatively. They 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 and sufficient condition for the development of such knowledge. Student need to develop mastery of target language item, not by memorizing rules, but by using the target items and communicative context. This learning through use of learning by doing principles in one that has come to us through the approach to education known as experientialism.<sup>10</sup>

After knowing the principles of the teaching grammar, the teachers are expected to be able to manage the class room situation and their teaching strategy or method, so, teachers have to make good preparation before teaching.

#### 4. 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 disconnects reflectance 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.

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<sup>10</sup> David Nunan, *Practical English Language Teaching*, (New York : Cambridge University press), P. 158-160.

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, declarative knowledge is what you have when you read and understand the instructions for programming the DVD player. Procedural knowledge is what you demonstrate when you program the 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 consistently fail to apply the rule when speaking or writing.<sup>11</sup>

#### **D. Passive Voice**

##### 1. Definition of passive voice

Passive voice is used when the focus is on the action. It is not important or not known; however who or what is performing the action. Example my bike is stolen. In the example above, the focus is on the fact that my bike was stolen. I do not know, however, who did it. Sometimes a statement in passive is more polite than active voice, as the following example shows: Example a mistake was made. In this case, the researcher focus on the fact that a mistake was made, but I do not blame anyone (e.g you have made a mistake).<sup>12</sup>

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<sup>11</sup>Admin, <http://www.nclrc.org/essentials/29/2011/teachinggrammar/grindex.htm>., Accessed on May 3<sup>rd</sup> 2012

<sup>12</sup>Winda Navia, S.pd. *Essential English Grammar* (Wipress:2009), p.13

Satriyani state 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.<sup>13</sup> According to Wijaya stated passive voice is a sentence that is hit a work.<sup>14</sup>

In other side explain that passive voice is not a derivative of active voice, which is the outcome of people's different meaning expression. Passive voice describes the whole process of certain event from the patient's point of view. It is a marked form of voice. There are three markers in passive voice, be, -ed and by, which has its meaning and significance respectively. Typical passive could be classified into two categories, passive with agent and passive without agent, or, agentive passive and non-agentive passive. In the agentive passive, the agent will not appear but will be implicit in the context.<sup>15</sup>

## 2. Characteristics of Passive Voice

Frequently omits the doer of the action. Frequently is longer as less direct; frequently includes a "by" phrase.<sup>16</sup>

Passive Voice is a grammatical category which makes is possible to view the action of a sentence in two ways, without change in the facts reported:

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<sup>13</sup>Satriyani, *The Result Show That The Problems Faced By The Third Year Students Of SMA PMDS Putri*, Unpublished Thesis. Palopo: STAIN, 2002, p. 8

<sup>14</sup>Wijaya. *Fitrah Book. PelangwotLaren Lamongan*, 2007. p.307

<sup>15</sup> John-Allen Payne. "Passive Voice", passivevoice.html, Accessed on 5<sup>th</sup> January 2013,

<sup>16</sup>[http://www.dtic.mil/whs/directives/corres/writing/Writing\\_Style\\_Guide.pdf](http://www.dtic.mil/whs/directives/corres/writing/Writing_Style_Guide.pdf), Accessed on 5<sup>th</sup> January 2013

- a. The butler *murdered* the detective.
- b. The detective was *murdered* by the butler.

Sentence (1) in active voice and sentence (2) in passive voice.

The active-passive relation involves two grammatical “levels”: the verb phrase and the clause. In the verb phrase, the difference between the two voice categories is that the passive adds a form of the auxiliary and the past participle (*-Ved*) of the main verb.<sup>17</sup>

In other side, oral drill technique provides intensive oral practice of selected sentences, because the philosophy behind the technique is that when the students answer the same questions with the same answers several times in class, there will be a possibility for students to memorize the grammar point much more easily. It also makes the students easy to understand the subject.

The basic concept of passive voice is ***Be + Past Participle***. Which “be” can be in any of its forms: am, is, are, was, were, has been, have been, will be, etc.<sup>18</sup>. In English, there are two voices—active and passive. If the subject of a sentence performs the action of the verb, the verb is said to in the active voice; for example,

I stopped.

I bathed.

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<sup>17</sup> *Journal of Language Teaching and Research*, Vol. 1, No. 6, pp. 945-949, November 2010 © 2010 ACADEMY PUBLISHER Manufactured in Finland. doi:10.4304/jltr.1.6.945-949

<sup>18</sup> Betty Schramper Azar. *Fundamentals of English Grammar Third Edition*. Longman:1999. P. 277,

The active voice is considered the normal and preferred relationship in English sentences. On the other hand, if the subject is acted upon by the verb, the verb is said to be in the passive voice. There are two ways of casting a verb in the passive voice in English so as to cause the subject to be acted upon by its verb: The foremost way is by using a form of the verb *to be* with the past participle of a verb, such as in the following examples:

I was stopped. (=someone stopped me.)

I was bathed. (=someone bathed me.)

This is the more common way of the two. It appears in all levels of English and its only restriction is that the verb must be transitive. The second, and less common way, is by using a form of the verb *to get* with the past participle of a verb:

I got stopped. (=someone stopped me.)

This second variant is often called the *get*-passive. It is used in less formal situations, and its use is restricted to a small number of verbs; for example, *get killed*, *get stuck*, *get hurt*, *get burned*, *get shot*, *get arrested*, *get paid*. *Get*-passive constructions will not be discussed in this article because there seems to be little definitive information about them except to say that their use is highly restricted; moreover, they do not seem to be as problematic for deaf students as *be*-passive constructions. For a thorough treatment of *get*-passive constructions.

Conditions of Passive Voice:

- a. Verbal sentence
- b. Using transitive verb except: fit, lack, resemble, suit, have
- c. Sentence that is using dynamic verb<sup>19</sup>

### 3. The Structure of the Passive Voice

As previously stated, the passive voice in English is formed by combining a form of the verb to be with the past participle of a transitive verb. Its overall structure and its contrast with the active voice is probably easier to see if they are displayed in a paradigm of traditional English verb tenses.

<b>Simple Forms:</b>	<b>Active Voice:</b>	<b>Passive Voice:</b>
Infinitive	to stop	to be stopped
present	I stop	I am stopped
past	I stopped	I was stopped
future	I will stop	I will be stopped
conditional	I would stop	I would be stopped
Perfect infinitive	to have stopped	to have been stopped
present perfect	I have stopped	I have been stopped
past perfect	I had stopped	I had been stopped

<sup>19</sup> Dian Lestari Tri dkk., *The Patterns of English Grammar*. (Kresna English Institute: 2001), p.71

future perfect	I will have stopped	I will have been stopped
conditional perfect	I would have stopped	I would have been stopped

Theoretically, passive voice constructions can appear in any form, but in actual practice with progressive forms, they seem to be confined mostly to the present and past tenses.

Progressive Forms:	Active Voice:	Passive Voice:
Present	I am stopping	I am being stopped
Past	I was stopping	I was being stopped

Passive voice constructions are also used with modal auxiliary verbs, such as in the following examples.

Modal Verbs:	Active Voice:	Passive Voice:
can	I can stop	I can be stopped
could	I could stop	I could be stopped
may	I may stop	I may be stopped
might	I might stop	I might be stopped



must	I must stop	I must be stopped
should	I should stop	I should be stopped <sup>20</sup>

Notice that the passive-voice construction always appears after the modal auxiliary verbs.

#### 4. Use of the Passive Voice

As stated previously, the more common voice construction in English is the active voice; however, there are three times when the passive voice is the structure of choice for speakers and writers :

a. The passive voice allows speakers and writers to keep discourse topics in the subject position over successive clauses while adding new information in the remainder of the clause. Note these two examples.

1) I had just finished paying off **my new car** when **it** was towed by the police. Then, on the way to the towing compound, **it** was rammed by a truck and demolished.

2) The **first electronic computer** was built in England during World War II. **It** was called the *the Colossus*, and **it** was used to decipher Adolf Hitler's confidential messages to his generals. After the war, **it** was destroyed so that the world would not learn how the British broke codes. presently, **it** is being reconstructed at Bletchley Park in England where **it** can be viewed by visitors.

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<sup>20</sup>John-Allen Payne, “*Passive Voice*”, <http://people.rit.edu/japnce/payne/teachers/passivevoice.html>, Accessed on 5<sup>th</sup> January 2013.

b. The passive voice allows speakers and writers not to mention an agent, especially when information about the agent is unknown, unimportant, obvious, confidential, or difficult to identify.

- 1) *My car was stolen.*
- 2) *A decision has been made.*
- 3) *Much tobacco is grown in Eastern Europe.*
- 4) *A new president has been elected.*
- 5) *Both French and English are spoken in Canada*

c. The Passive voice allows speakers and writers to place emphasis on receivers of an action by placing them at the beginning of a sentence.

- 1) *Thirteen people were injured by a tornado in Florida.*
- 2) *I was robbed.*<sup>21</sup>

#### 5. Agents in a Passive Voice Construction

The majority of passive sentences in English do not include explicit agents to indicate exactly who performed the actions; however, agents exist; and they can be indicated, if need be, by a prepositional phrase beginning with *by*.

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<sup>21</sup>John-AllenPayne., “*Passive Voice*”, <http://people.rit.edu/japnce/payne/teachers/passivevoice.html>, . Accessed on 5<sup>th</sup> January 2013,

- a. My car was stolen **by someone**.
- b. A decision has been made **by the group**.
- c. Much tobacco is grown in Eastern Europe **by farmers**.
- d. A new president has been elected **by the voters**.
- e. Both French and English are spoken in Canada **by the populace**.

These sentences can virtually always be recast in the active voice with the agent moved to the subject position and with no essential change of meaning.

- a. **Someone** stole my car.
- b. **The group** has made a decision.
- c. **Farmers** grow much tobacco in Eastern Europe.
- d. **The voters** have elected a new president.
- e. **The populace** speaks both French and English in Canada.

Although most passive voice sentences in English do not include agents, there are three narrow instances when speakers and writers tend to express them:

- a. The agent is expressed when it is a proper name indicating an artist, an inventor, a discoverer, or an innovator.
  - 1) The Mona Lisa was painted **by Leonardo Davinci**.
  - 2) The first electronic computer was built **by Tomas Flowers**.
  - 3) The American continent was discovered **by Christopher Columbus**.
  - 4) Rubber was first vulcanized **by Charles Goodyear**.

b. The agent is expressed when it is an indefinite noun conveying new information that the speaker/writer thinks is important enough to mention.

- 1) These works of art were all produced **by women**.
- 2) The corner store was robbed **by a masked gunman**.

c. The agent is expressed when it is an unexpected inanimate noun.

- 1) Thirteen people were injured **by a tornado in Florida**.
- 2) All the lights in this building are controlled **by computers**.

## E. Oral Drills

### 1. Definition of Oral Drill

Oral means “spoken”, or not written<sup>22</sup>. Meanwhile drill is exercise or practice. Based on the meaning we can simply define that oral drill is a spoken written practice. Within Oxford Learner’s Dictionary, it is stated that oral drill is a repeated exercise<sup>23</sup>. By this meaning oral drill is repeated over and over.

By oral drill, the learner begins to get insight in to the simple fact that language is mainly made up of various elements which are interchangeable and it consist of stringing together various linguistic elements. The learner also gets an idea that the

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<sup>22</sup>Chambers, *Times Chamberg: Learners Dictionary* (Singapore: Federal Publication, 1985), P.357.

<sup>23</sup>Martin H Manswer, *Oxford Learners Pocket Dictionary* (Ed II: Oxford University Press, 2003), p.299.

message can be given in different ways but the basic pattern of the language does not change.<sup>24</sup>

Drills may also be given for a written checkup. Drills and exercise help the learner practice and consolidate the rule of the language by which they would develop both grammatical and communicative competences. They also help the learner develop requisite skills and devices for better performance. Exercise presupposes certain knowledge of the rules of the language, whereas drills do not necessarily presuppose such knowledge of the rule of the language.

Nevertheless amongst the number of advantageous point of oral drill. Oral drill also has short-comings that are not relevant with criteria of a good instructional method. As stated by Harmer:

Drill are usually very controlled and there-fore they have limited potential because they are fairly repetitive and not very creative. They are should not be use for too long or too frequently. However they do give students the opportunity for “safe” practice; accuracy can be focused on as the students get a chance to rehearse the language.<sup>25</sup>

Despite of this assumption, **the writer still assumes oral drill as affective and right method to be applied in this research because the writer believes that by internalizing pattern through drills, the learner will formulate simple and complex rules would produce only grammatical sentence in the target language. So that learner**

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<sup>24</sup>A.S. Hornby, *The practice of Drill in the Classroom*, <http://www.Oral> Accessed on March<sup>th</sup>, 2008.

<sup>25</sup>Jeremy Harmer, *The practice of English Language Teaching* (New York: Longman Group Limited, 1991), p.92.

can master a grammatical item or structure through constant repetition of the teacher's utterances. Nelson's experiments substantiate the point that repetition does facilitate memory regardless of whether the dependent variable is uncued recall or cued recall or recognition.

## 2. The Importance of Oral Drill

The assumptions behind the importance of drills according to reveres are cited as follows:

a. Foreign language learning is basically a mechanical process of habit formulation.

Corollary I : Habits are strengthened by reinforcement.

Corollary II : Foreign language habits are termed most effectively by giving the right response, not by making mistakes

Corollary III : Language is behavior. Behavior can be learned only by inducing the learner to behave

b. Language skill is learned more effectively if items of foreign language are presented in the spoken form before written form is introduced.

c. Analogy provides a better foundation for foreign language learning than analysis.

Language is a means of communication. Language habits are through practice and not through prescription. If one wants to communicate in an effective manner, the manipulation of language structure is necessary. So language patterns are repeated to

the point to memorization so as establish them as habits. Drill is made use of to help learners grasp the structural points and help them internalize this structure.<sup>26</sup>

### 3. Theory of Oral Drill

Oral drills and pattern practice are typical of the audio-lingual method. These include:

- a. Repetition: where the student repeats an utterance as soon as he hears it
- b. Inflection : Where one word in a sentence appears in another form when repeated
- c. Replacement: Where one word is replaced by another.
- d. Restatement: The student re-phrases an utterance<sup>27</sup>

#### Examples

##### 1) Inflection :

Teacher: I ate the "sandwich."

Student: I ate the "sandwiches."

##### 2) Replacement :

Teacher: He bought the "car" for half-price.

Student: He bought "it" for half-price.

##### 3) Restatement :

Teacher: "Tell me not to" shave so often.

Student: "Don't" shave so often!

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<sup>26</sup>Wilga M.Rivers, *The importance of Drills*, <http://www.Drills.Org>, Accessed on 5<sup>th</sup> January 2013

<sup>27</sup> J.C. Richards, et-al. *Approaches and Methods in Language Teaching, a Description and Analysis*. Cambridge:Cambridge University Press. 1986.

The following example illustrates how more than one sort of drill can be incorporated into one practice session:

“Teacher: There's a cup on the table ... repeat

Students: There's a cup on the table

Teacher: Spoon

Students: There's a spoon on the table

Teacher: Book

Students: There's a book on the table

Teacher: On the chair

Students: There's a book on the chair

etc.”<sup>28</sup>

#### 4. Types of Structure Oral Drills

The aim of a structure drill is for the learner to produce a number of utterances consisting of the same grammatical structure. A drill has two parts: the input (what is supplied to the learner); and the output (what the learner has to produce himself). There are two methods of describing drills: by considering the relationship of each input/output pair; by considering the relationship of successive outputs. The latter method seems preferable. Contextualization plays a part in drills and four degrees can be recognized:

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<sup>28</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (3rd Edition del: Pearson Education Ltd., 2001)P.79-80



- a. Non contextualized;
- b. Emi-Contextualized;
- c. Contextualized;
- d. Situational.<sup>29</sup>

To aid contextualization, drills may have frames—settings for the input or output unconnected with the particular structure being taught.

Four operations are possible in a drill:

- a. Substitution, in which the outputs vary a master output by substituting items in various ways;
- b. Mutation, in which the output changes the structure of the input;
- c. Repetition;
- d. Addition, in which the successive outputs are added together.

The question of medium will not be considered at length. Unless otherwise indicated, these are purely oral drills in which the learner hears something spoken and responds orally. For a classification of the ways in which the different media of reading, writing, vision, and gesture can be combined, readers are referred to the analysis by St. P. Kaczmarek.

There are, perhaps, two basically different ways of describing drills. In the first, one considers the grammatical or lexical relationship between the pairs of input and

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<sup>29</sup> Vivian Cook, “*Some Types of Oral Structure Drill*”, <http://homepage.ntlworld.com/vivian.c/Writings/Papers/LL68.htm>, Accessed on 5<sup>th</sup> January 2013

output, as in the following drill. ( Like all drill examples, this is presumed to be part of a much longer drill consisting of examples followed by practice items).

I.P. Is Bill playing tennis tonight?

O.P. No, he's not going to play.

I.P. Is Susan helping her mother this evening?

O.P. No, she's not going to help.

I.P. Are Mr. and Mrs. Green paying the bill tomorrow?

O.P. No, they are not paying the bill.

Here one could say that the learner has to perform six activities:

- 1) Change question to statement,
- 2) Make the sentence negative,
- 3) Change the present continuous to going to,
- 4) Substitute a personal pronoun for a proper name,
- 5) Delete a prepositional phrase,
- 6) Delete the object.

#### **F. Theory on relationship between Passive Voice and Oral Drill**

Language is interrelated habits. An activity comes into a habit if the activity is done repeatedly. In learning a language, we certainly expect a good habit. Therefore, the problem is how we can form a habit without making errors. Avoiding errors is much better than improving the students.

Passive voice is the form of verb which shows that subject in a sentence experience the consequence from an action or activity. The passive voice is used instead of the active voice when the speaker is mainly interested in the predicate.

Oral drill is orally repeated and done repeatedly. Oral drill is not an exercise so distinction should be made between drills and exercises before going into detail. Exercise may contain a strong written element, and it may require time to respond, whereas drills contain materials to be heard and aim at evoking immediate and instant oral responses.

It is in this assumption that oral drill is effective in forming the activity (passive voice) in to a good habit because oral drill does give the students opportunity for save practice. So the students can form the good habit and avoiding errors. Furthermore, oral drill also provides passive poise improvement and the sentence repeated by students can become expression for intended situation. Therefore oral drill is considered effective in improving the student's passive voice.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Types**

This research apply the Classroom Action Research (CAR) method that consist of four stages, they are: Planning, Implementation of Action, Observation, and Reflection.

There are two cycles that will be held by the researcher. Each cycle is the series of activities which have close relation. The realization of the next cycle will continue and repair from the previous cycle.

#### **B. Setting of The Research**

The writer did this research in MA Al-Mawasir Padang Kalua', especially at the eleventh year students of MA Al-mawasir Padang Kalua'. The total numbers of students were 21 students. This research did in 2 cycles, in order to find out the best way in teaching passive voice by using oral drill to the eleventh class of students.

#### **C. Research participant**

The participants of the research are:

##### **a. English Teacher**

English teacher was a researcher in this research, where the English teacher applies oral drill in teaching passive voice.

b. Students

The position of the students in this research was as the subject of the research, the researcher hoped after researching the students can know and understand how to make and use the sentence of passive voice.

c. Partner and Collaborator

The collaborator in this research as the observer, the collaborator would help the researcher to observe the students, so the researcher would be able to know the students condition in learning process and give the suggestion for the problem in each cycle.

**D. Technique and Instruments of Collecting Data**

a. Techniques

The collecting data techniques in this classroom action are:

- 1) Grammar oral test : To find out the students' score.
- 2) Observation : To find out the students participation during teaching passive voice by using oral drill.
- 3) Interview : To find out the level of successful in implementing the using of oral drill in teaching passive voice.
- 4) Discussion : Among the researcher as teachers with the collaborators, as a way to make reflection in each cycle.

b. Instrument

The instruments would use in collecting data in this classroom action research are:

1) Oral drill : Asking the students how to change the active sentence into passive sentence orally.

2) Observation list : It would be useful to observe the students' participation during the use of oral drill in teaching passive voice. Also, as the basic instrument in discussion part among the teacher and the collaborators as a way to make reflection in each cycle.

3) Camera : It used to take the students' pictures during the learning process.

4) Discussion : Sharing the activity between the researcher and the collaborator about the result during in the class.

### 1. Data analysis

The data which collected in every observation in each cycle will analyze descriptively through percentage technique.

a. Passive voice Test result : Students' score of change the active sentence into passive sentence, the words test would count by using the formula, as follow:

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

b. Activities of students during the learning process: it would analyze by considering the students' participation and classify into passive and active classification.

c. Implementation of learning by using oral drill in teaching passive voice by analyzing the successful level of implementation, then it would categorize into success, less success and not success.

## 2. Procedures of the Research

### Cycle 1

The first cycle of this classroom based research consist of planning, acting, observation and reflecting.

#### a. Planning

- 1) Make a lesson plan about the use of oral drill in teaching passive voice.
- 2) Classroom management numbers of students are 21 students, make the classroom more comfortable.
- 3) Prepare the list of the active sentences.
- 4) Make the instrument which use in each cycle of the classroom action research.

#### b. Action

- 1) The researcher would prepare all of the instruments in the class before start teaching such as board marker and book (grammar book).
- 2) The researcher would prepare the list of active sentences.
- 3) The researcher would introduce of materials of the lesson.
- 4) The researcher would explain the passive voice and then using oral drill in teaching passive voice to the students.
- 5) The researcher would ask the students to change the active sentence into passive sentence.

6) The researcher would explain how to change the active sentence into passive sentence correctly.

7) Close the class.

c. Observation

There were some important things that would be observe, they are:

- 1) Grammar (passive voice) oral test.
- 2) Students' participant during the learning process.

d. Reflecting

The result of the data have been done, it would be continued until can be made as reflection after action research. The reflection would be discussed with a guidance lecturer while the teacher should make research planning for the next cycle. The research plan is the plan for the next cycle which repaired from cycle 1 This Classroom Action Research would be success was some of the following requirment was fulfilled:

1. Most of students have a good score in evaluation (Grammar oral test). (75).
2. Most of the students' active in learning process (75%).



## Cycle 2

In this section, the teacher was going to do the next action based on the value of cycle 1 reflection namely:

### a. Planning

- 1) Continue the activity that had been done in cycle 1.
- 2) Repair the weakness in the cycle 1.
- 3) Make planning again in the scenario learning process from the result of cycle 1 reflection.
- 4) Action research repaired.

### b. Action

In this stage, action was done to upgrade the result based on the cycle 1 reflection. The stages were same with the previous cycle (cycle 1).

### c. Observation

In doing observation at the cycle 2 is almost same with observation at cycle 1.

### d. Reflecting

Reflection was done to see the result of cycle 2 action processes, to analyze, understand and make conclusion activity. Researcher analyzes cycle 1 to know whether the action of this cycle reaches success criteria based on the result action.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion;

#### A. Findings

In the previous description, it has been explained that the data analysis in this research used qualitative. The description explain that the result of test from two cycles and observation. The data analyze explained in the cycles of learning and teaching process of this current research and performed from the cycle I, and cycle II

##### *I. The explanation of cycle 1*

###### a. Planning

In planning section, the researcher prepared to carry out the lesson that required different tools which had been created and developed previously namely learning implementation plan (LIP/RPP), the supported instrument guidelines for observation sheet and camera. In this section, the researcher prepared what had to do in the action step. In this section, the preparation which was prepared by the researcher before acting in the cycle 1 were:

1. The researcher and collaborator discuss about the students problem and activity since they taught in the class B. The researcher prepared the class and all of the instruments in the class before started teaching such as, observation list, camera, etc.

2. Greetings and opening class.
3. The researcher introduced the materials of the lesson and explained it.
4. The researcher wrote the examples of active voice and passive voice sentences on the whiteboard.
5. The researcher read the example of active voice and passive voice, and then the students repeated it.
6. The researcher asked the students to change active voice into passive voice.
7. The researcher pointed out the students one by one to come forward to change the sentence of active voice into passive voice.
8. The researcher and collaborator discussed about the students' problem and activity since they were taught in the Class B.
9. The researcher gave chance to the students for expressing their difficulties in change the active sentence into passive sentence or in the learning process.
10. Closed the class.

b. Action

Action was based on the schedule of students' regular day, they were on Thursday and Friday in MA Al-mawasir Padang Kalua' Lamasi. The material that had been presented in the cycle 1 was talking about the active voice and passive voice.

The cycle 1 conducted and the researcher started the class by saying greeting to the students and introduced herself. Next, she told the importance of learning passive voice, she continued the material about the active voice and the passive voice.

And also she explained about the characteristic of active and passive sentence. The characteristic of passive voice is use past participle (verb3), preceded by to be (am, is, are) and followed the word “by”. To make the students are easier to understand about the material, she gave the pattern of active voice and passive voice, the pattern of active voice is: ( S + V1 + O ), the pattern of Passive voice is: (S + BE (am, is, are) + V3), and also she gave example of active and passive sentences which were written on the whiteboard. The example of active sentence such as: (1) She writes a letter, (2) Herry cleans the table, and the example of passive sentence such as: (1) A letter is written by her,(2) The table is cleaned by Herry. After that, the researcher read the example of active and passive voice and then the students repeated it. After reading the example of active and passive voice, the researcher commanded the students to change active voice into passive voice and then pointed out the students one by one to come forward to change the sentence of active voice into passive voice, the sentences are:

1. Billy eats mango.
2. The Professor reads newspaper every day.
3. The boy helps the girl.
4. I drink coffee.
5. She makes a cake.

After giving the sentences example of Active voice, she asked the students to change the sentence of active voice into passive voice through oral and she point out one by one to do it. The researcher and collaborator observed the students’

participation and the difficulties that the students faced during the class. Before closing the class, the researcher gave chance to the students for expressing their difficulties in learning process by using oral, and then the researcher gave suggestion to the students that, in the next meeting the students must be focused and concentrated to the subject, so that the students could understand how to make passive sentence correctly.

c. Observation

On observation activity made by researcher and collaborator in the cycle 1, they found that some of the students were active during the class, but there also the students were not focus and not paid attention to the researcher's explanation and some of students still did not know how to change the active sentence into passive sentence and how to make passive sentence, the students still confused to make the sentence, sometimes, some of them make the sentence in grammar was error, such as if the researcher gave example of sentence is ; "John helps the girl" and some of the students change into passive sentence such as ; "the girl helped is by John", and also they were less in mastering the past participle. Besides, there were also some of the students were shy and did not have braveness to answer the researcher question where they commanded to change the active sentence into passive sentence and the students always asked permission to go out from the class.

Based on the problems above, the researcher and the collaborator decided to conduct for the next cycle.

#### d. Reflection

The reflection was done by the researcher and collaborator, they found that there were still weakness in implementing or using oral drill in teaching passive voice and this was needed to be repaired in the next cycle.

There were significant weaknesses in the first cycle that the researcher and the observer found:

1. Some of the students were not active during the class, not focus and paid attention to the researcher's explanation and command.
2. Some of the students still not had braveness to speak and sometimes the students looked nervous to made sentence in using oral drill.
3. There were many students still confused to made the sentence of passive voice and did not mastered the past participle.
4. Some of the students still can not made sentence correctly by using oral drill technique.
5. Some of the students still confused to difference between object and adverb.
6. Some students still did not know how to change the active sentence into passive sentence and how to make passive sentence.
7. Some of students were shy and did not have braveness to answer the researcher question, which was commanded to change the active sentence into passive sentence. And also some of students always asked permission to go out from the class.

The following is the explanation of the students' score in correct passive voice in cycle 1.

**Table 1.**  
**The Students' Scoring in grammar oral in Cycle 1**

<b>No</b>	<b>STUDEEDENTS</b>	<b>SCORE</b>
1.	Enny Kusmawati	65
2.	Ahiruddin	60
3.	Sulastri	65
4.	Elpianti	70
5.	Ambarwati	55
6.	Andin Waddi	65
7.	Sri Hasmawati	65
8.	Indra Amiluddin	75
9.	Abdul Rahman	40
10.	Devi Anggraeni	70
11.	Surianti	65
12.	Agung	65
13.	Ratna	50
14.	Taufik Hidayat	50
15.	Tri Arwinda	75
16.	Nur'aini	55
17.	Ita	65
18.	Sumartoy	60
19.	Hasrianto.S	35
20.	Widyawati	60
21.	Nur Alam Sari	65
	<b>TOTAL</b>	<b><math>\Sigma X=1275</math></b>

Calculating the mean score of the students' grammar test of cycle 1:

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{1275}{21} \\ &= 60,71 \end{aligned}$$

Where:

X = Mean Score

$\sum X$  = Total Score

N = total of the respondents

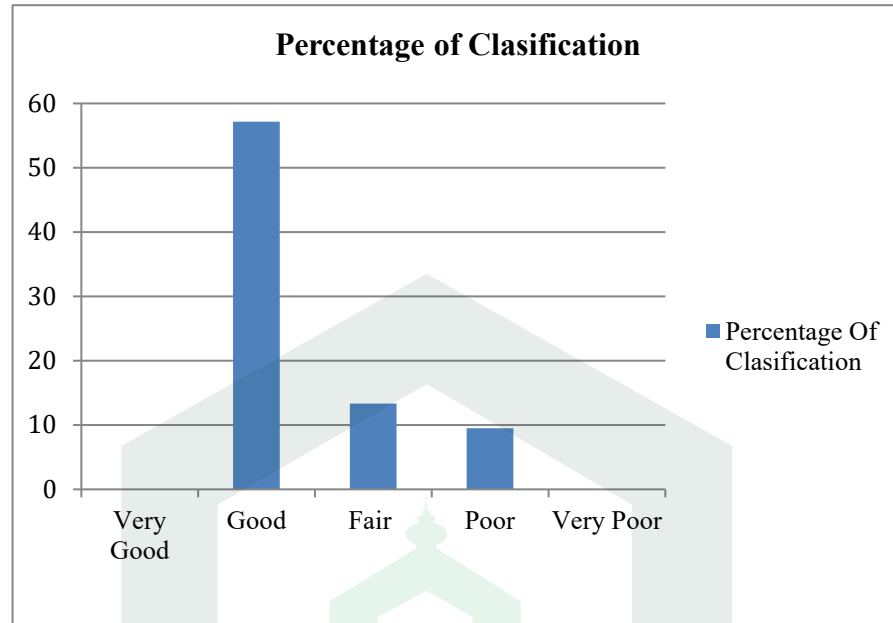
**Table 2.**

**The Rate Percentage of Students' Score in Cycle I**

No.	Classifications	Score	Frequency	Percentage (%)
2.	Very Good	81–100	-	-
3.	Good	61– 80	12	57 , 14
5.	Fair	41 – 60	7	33 , 33
6.	Poor	21– 40	2	9 , 52
7.	Very Poor	1 –20	-	-



**Table 3.**  
**Bar Chart of the Students' Score Percentage in Cycle I**



The table 3. above shows that the eleventh Year students of MA Al-Mawasir Padang Kalua' in change active sentence into passive sentence in cycles I; there were 12 students (57,14%) got good, 7 students (33,33%) got fair, 2 students (9,52%) got poor, and there was not student got very good and very poor classification.

The following is the explanation of the result of the researcher and collaborator observation of the students' activeness participation during the class in the cycle I.

The researcher divided the students' participation activeness during class into four points, namely:

- a. **Very active:** the student is responsive and participated fully in all activities during the learning and teaching process.
- b. **Active:** the students responses the material

- c. **Less active:** the student pays attention and gives responses once in a while.
- d. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

**Table 4.**  
**The Result of Students' Activeness Participation during the Class in Cycle I**

<b>Students</b>	<b>Very active</b>	<b>Active</b>	<b>Less active</b>	<b>Not active</b>
Enny Kusmawati				
Ahiruddin				
Sulastri				
Elpianti				
Ambarwati				
Andin Waddi				
Sri Hasmawati				
Indra Amiluddin				
Abdul Rahman				
Devi Anggraeni				
Surianti				
Agung				
Ratna				
Taufik Hidayat				
Tri Arwinda				
Nur'aini				
Ita				
Sumartoy				
Hasrianto.S				
Widyawati				
Nur Alam Sari				
<b>Jumlah</b>	<b>4</b>	<b>9</b>	<b>7</b>	<b>1</b>

**Table 5.**  
**The Percentage of Students' Activeness Participation during the Class in Cycle 1**

No	Classification	Frequency	Percentage (%)
1.	Very Active	4	19,4
2.	Active	9	42,85
3.	Less Active	7	33,33
4.	Not Active	1	4,76

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

**Where:**

P = percentage

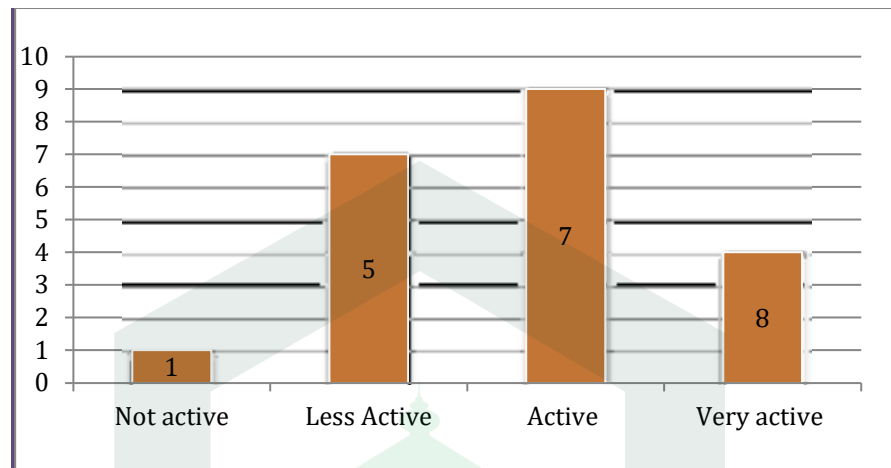
F = Frequency

N = total of students

IAIN PALOPO

Table 6

## Bar Chart of the Students' Activeness Participation during the Class in Cycle 1



Based on the table 6 above, there were 4 students were very active they enthusiasm with all the activities, 9 students were active, 7 students were less active and only 1 student was not active. It caused they looked confuse change the active sentences to be passive sentences. The very active and active students in class only 61,89%, it means cycle 1 was less success because this cycle would be said success if the students' activeness was 75 %.

## II. The explanation of cycle 2

### a. Revised Planning

1. Greetings and opening class.
2. The researcher gave motivation to the students yelling the yell-yell.

3. The researcher changed the students' seat position to make the students more attention and focus on explanation.

4. The researcher reviewed the material that had been given in the first cycle.

5. The researcher gave more practiced to make passive voice sentences in using oral drill.

6. The researcher gave the students some of vocabulary consist of regular and irregular verb.

7. The researcher gave more explaining about passive voice.

8. The researcher gave more examples about the passive voice and gave more time to practice the passive voice in using oral drill.

9. Closed the class.

b. Action

The action on the cycle 2 was conducted. Firstly, the researcher said greetings and opening the class. After that the researcher gave motivation to the students so that they would be more spirit to study in the classroom. She hoped in this section they would be more active than before and the research would be successes.

**Warming by yelling the yell**

To made the students more spirit, the researcher gave a yelling like this:

”Researcher”: Eleventh grade.....!

“Students” : Fantastic...

“Researcher”: How are you guys...??

“Students” : Wonderful...

“Researcher”: Are you ready to start the lesson...??

“Students” : Yes...,we are so ready now...

“Researcher”: Let’s start from now

“Students” : Spiriitt...

Next, she changed the students’ seat position to make them more attention and focus toward the researcher explanation. After changing the students’ seat position, she reviewed the material that had been given to the students in the first cycle and then, she gave to the students some vocabulary about regular and irregular verb so that, it can make the students easier to make passive sentences. After that, she gave more explaining about passive voice, and how to change the active sentence to be passive sentence. After giving explanation, the researcher gave opportunities for them to ask about the material if there was not clear. Next, she gave more examples about the passive voice, to make them easier to understand about the passive voice. And then she continued it to change the active voice into passive voice orally. In this section, she gave more time than in the first cycle to practice the passive voice by using oral drill and the last she closed the class.

### c. Observation

Based on the observation activity made by researcher and collaborator in the cycle 2, the researcher and collaborator found that the students were active and enthusiasm. They were also focus and paid attention to the researcher’s explanation. At the time, the students were not shy and they had been brave to answer the

researcher command. Most of the students understand how to use passive voice and change the active sentence into passive sentence.

#### d. Reflection

The researcher and collaborator were done, after they were seen in the result from the research in the reality, that oral drill was an effective to learn English especially in learning passive voice. The process of evaluation that used observation list done by researcher and collaborator proved that at the last cycle (cycle 2), the students were totally involved in the learning process, they were understood to change the active sentence to be passive sentence. There were also motivated and encouraged. With used oral drill, can exercise the students' speaking ability and memory, and then made the students to be able remember the pattern of passive sentence and made the students brave to speak in the class, and made the students expressing their ability to made the passive sentences in oral, so that the students easier to remember the pattern of passive sentences. The students were seen not shy again if the researcher commanded to change the active sentence to be passive sentence, and they were enjoy in oral practice. If they often do exercise more and more so, they will easier to remember it.

Based on the both explanation of cycle 1 and 2 above, in this research the data collected by oral, observation, and discussion among the teacher and collaborator.

The following is the explanation of the students' score in correct passive voice in cycle 2.

**Table 7.**  
**The Students' Scoring in Correct Passive Voice in Cycle 2**

No	STUDENTS	SCORE
1.	Enny Kusmawati	85
2.	Ahiruddin	75
3.	Sulastri	85
4.	Elpianti	90
5.	Ambarwati	60
6.	Andin Waddi	80
7.	Sri Hasmawati	85
8.	Indra Amiluddin	95
9.	Abdul Rahman	50
10.	Devi Anggraeni	90
11.	Surianti	80
12.	Agung	85
13.	Ratna	70
14.	Taufik Hidayat	70
15.	Tri Arwinda	90
16.	Nur'aini	70
17.	Ita	85
18.	Sumartoy	75
19.	Hasrianto.S	40
20.	Widyawati	75
21.	Nur Alam Sari	85
	TOTAL	$\Sigma X=1620$

Calculating the mean score of the students' passive voice of cycle 2:

$$\begin{aligned}
 X &= \frac{\Sigma X}{N} \\
 &= \frac{1620}{21} \\
 &= 77,14
 \end{aligned}$$



Where:

$X$  = Mean Score

$\sum X$  = Total Score

$N$  = total of the respondents

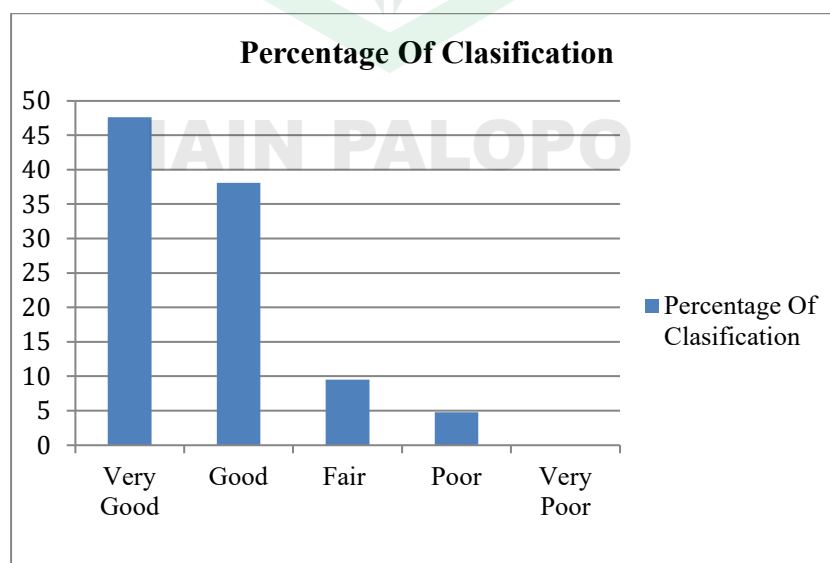
**Table 8.**

**The Rate Percentage of Students' Score in Cycle 2**

No.	Classifications	Frequency	Percentage (%)
1.	Very Good	10	47,61
2.	Good	8	38,09
3.	Fair	2	9,52
4.	Poor	1	4,76
5.	Very Poor	-	-

**Table 9.**

**Bar Chart of the Students' Score Percentage in Cycle 2**



The table 9 above shows that the eleventh Year students of MA Al-Mawasir Padang Kalua' in grammar oral in cycles 2; there were 10 students (47,61 %) who got very good , 8 students (38,09%) got good, 2 students (9,52%) got fair, and only 1 student (4,76%) poor, and there was not student got very poor classification. It can be conclude that the accumulate of the students who got very good and good were 85,7%.

The researcher divided the students' participation activeness during class into four points, namely:

- a. **Very active:** the student is responsive and participated fully in all activities during the learning and teaching process.
- b. **Active:** the students responses the material
- c. **Less active:** the student pays attention and gives responses once in a while.
- d. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

**Table 10.**  
**The Result of Students' Activeness Participation during The Class in Cycle 2**

<b>Respondent</b>	<b>Very active</b>	<b>Active</b>	<b>Less active</b>	<b>Not active</b>
Enny Kusmawati				
Ahiruddin				
Sulastri				
Elpianti				
Ambarwati				
Andin Waddi				
Sri Hasmawati				

Indra Amiluddin				
Abdul Rahman				
Devi Anggraeni				
Surianti				
Agung				
Ratna				
Taufik Hidayat				
Tri Arwinda				
Nur'aini				
Ita				
Sumartoy				
Hasrianto.S				
Widyawati				
Nur Alam Sari				
<b>Jumlah</b>	<b>13</b>	<b>5</b>	<b>2</b>	<b>1</b>

Table 11.

## The Percentage of Students' Activeness Participation during the Class in Cycle 2

No	Classification	Frequency	Percentage (%)
1.	Very Active	13	61,90
2.	Active	5	23,80
3.	Less Active	2	9,52
4.	Not Active	1	4,76

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

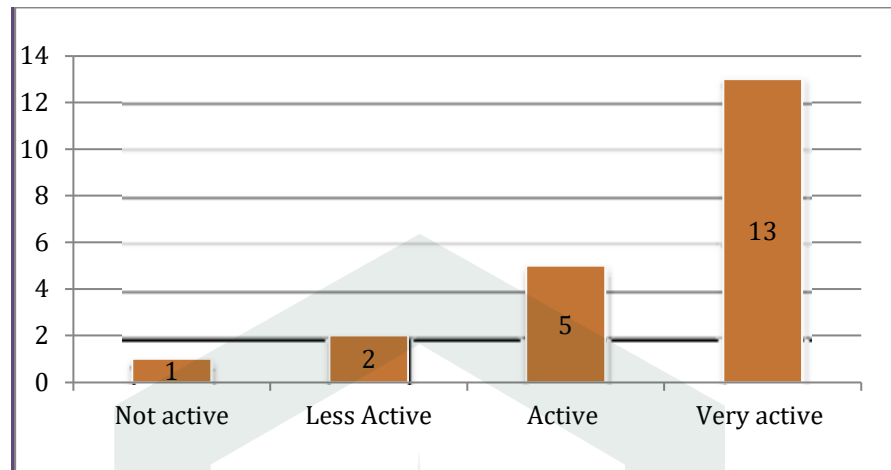
Where:

P = percentage

F = Frequency

N = total of students

Table 12

**Bar Chart of The Students' Activeness Participation During the Class in cycle 2**

Most of the students were active during the learning process in cycle 2, they felt happy and enthusiasm and they understand how to change the active sentence to be passive sentence. It can be seen from their score in each cycles.

***B. Discussion***

Looking the findings above the researcher presented the discussion of the data of some of students. This section is set to discuss the result of data analysis. It describes the students' improvement in each cycle in teaching passive voice by using oral drill. They were the students at eleventh year students in class B of MA Al-mawasir Padang Kalua' Lamasi and the result were less success in the cycle 1. Because The students still did not know how to change the active voice into passive voice and also they were less mastered in past participle, they were still confused to made sentence corectly in oral, but in the Cycle 2 the result were good, most of the students were in very good, and good classification score, they were know how to

change the active sentence into passive sentence, they also can make sentence correctly, they seen easier to change the active sentences into passive sentence, and also they were mastered the past participle and they were active in all activities during the class. Below is the researcher explanation:

For the first section, the researcher wanted to discuss about students' active participation during learning passive voice by using oral drill. At the first cycle, she found that there were 4 (19,04%) students were *very active* during the learning process by using oral drill. There were 9 (42,85%) students which were active, there were 7(33,33%) students were *less active*, and there was 1(4,76%) students who were *not active* during the learning process. The accumulation from *very active* students and *active* students reached, 61, 89%. It did not reach the criteria and the data took from observation list that was done by collaborator during learning process.

From data and observation, she found that there were a few of students very active and active during learning process. And then most of them were less active and not active during the learning process. It because of they still did not understand about passive voice and still confused about the oral drill that used by the researcher in teaching process. Besides, she also found the problems of the class, why students not active and less active because there were some of them still confused to make passive voice and not focus in learning process. The result of the students' score in the first cycle 57,14 and the criteria of success had not been achieve which was determined 75.

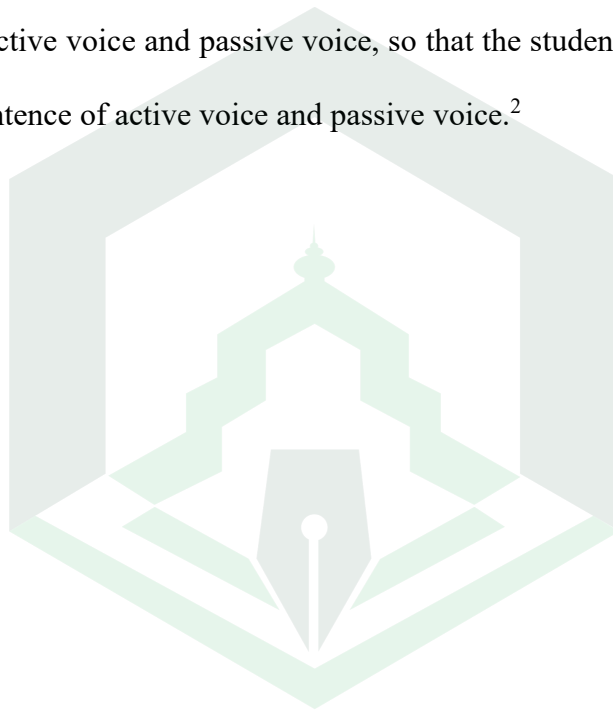
In the second cycle revised from the first cycle, the researcher did new plan such as gave more explanation and more examples, gave more time to practice oral drill. She also gave motivation to the students to make them spirit to learn English. By doing the procedures above, she found that there were 13(61,90%) students were observed *very active* in learning passive voice by using oral drill. There were 5(23,80%) students were observed as the *active* ones. There were 2(9,52%) students who were *less active* and there was still 1(4,76%) student who *not active* in the cycle 2 was found. Referred to the result of data analysis, she found that the students' active participation was better than the result in the cycle 1. She also found that the criteria of success in the cycle 2 had been achieved as the accumulation from the percentage of *very active* and *active*. It reached 85,7%. And the result of students' score in this cycle showed 85,7 and the criteria of success had been achieved.

Based on the explanations above, it can be concluded that oral drill is effective in teaching passive voice at the eleventh year students of MA Al-mawasir Padang Kalua'. It was closely related to the previous study done by some researchers that also using oral drill in teaching passive voice, those are:

a. The researcher, Rosemarry in her thesis which written under title "The Effectiveness of Teaching Passive Voice by Using Oral Drill Technique for First Grade Students in Tri Arga Vocational High School". Based on the result, the research found that there are some factors that make "Oral Drill" effective, which is the students' score, is higher and enjoy teaching method. The group that given oral drill seem more active and enthusiast. It is different to the other group that given

traditional method, it seems not active and not enthusiast like the students in ‘Oral Drill’ group.<sup>1</sup>

b. The researcher, Satriyani in her thesis which written under title “The Problems Faced by the Third Year of SMA PMDS Putri in Using Active Voice and Passive Voice”. The result shows that the students don’t know the meaning or concept and the pattern of active voice and passive voice, so that the students can not differentiate between the sentence of active voice and passive voice.<sup>2</sup>



**IAIN PALOPO**

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<sup>1</sup>Rosemarry Bernadette, “*The Effectiveness of Teaching Passive Voice by Using Oral Drill Technique for First Grade Students in Tri Arga Vocational High School*”, ( A Thesis Bina Nusantara University. Jakarta, 2009), p.60,

<sup>2</sup>Satriyani D., *The Problems Faced by the Third Year of SMA PMDS Putri in Using Active Voice and Passive Voice* , (A Thesis STAIN Palopo, 2002), p.23,

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions based on the data analysis and the findings in the previous chapter.

#### A. Conclusion

Based on the discussion had been explained before, it can be concluded that oral drill is an effective in teaching passive voice at the eleventh year of MA Al-mawasir Padang Kalua'. The students' progress during the teaching and learning activity by using Oral Drill is better. The students said that learning by using oral drill was easier than before because they could be faster to understand. It can be seen from the improvement of students' score test and students' mean score from cycle 1 to cycle 2. It means that cycle 1 cycle 2 was successes because the students' score was achieved the criteria of success 75 or more. And the effective ways of using orall drill in teaching passive voice are supported by the classroom situation, the students' seat position, and the instrument that will be used in the class like hand out which consist of the list of regular and irregular verbs.

Besides, there were increased attention and the activity of students in the learning process. And the improvement can be seen through the students' active participation. In cycle 1, the classification both of very active students and active students reached 76.66 %. And in the cycle 2 become 89.99%. It can be seen during the learning process in cycle 1, only a little of the students that answered and try to



answer the researcher questions by using oral drill. But in the cycle 2 the total of students that answered and tried to answer it were greater than in cycle 1. It means that the students were more participated in cycle 2 than in cycle 1.

## **B. Suggestions**

Based on the conclusions above the researcher put some suggestions as follows:

1. According to the result of this study, the researcher suggest to anyone who want to teach English, especially a teacher who want to teach passive voice can use oral drill as one of way in teaching passive voice.
2. The researcher suggested to English teacher to apply oral drill when they teach grammar especially passive voice.
3. It suggested to English teacher to be more creative in using oral drill in teaching passive voice.
4. It also suggested to English teacher, to create an effective way in using oral drill in learning process, the teacher should give handout which consists of list of vocabulary.
5. The researcher hopes that there will be the next researcher which correlates with this research, so there will be significance discovery.

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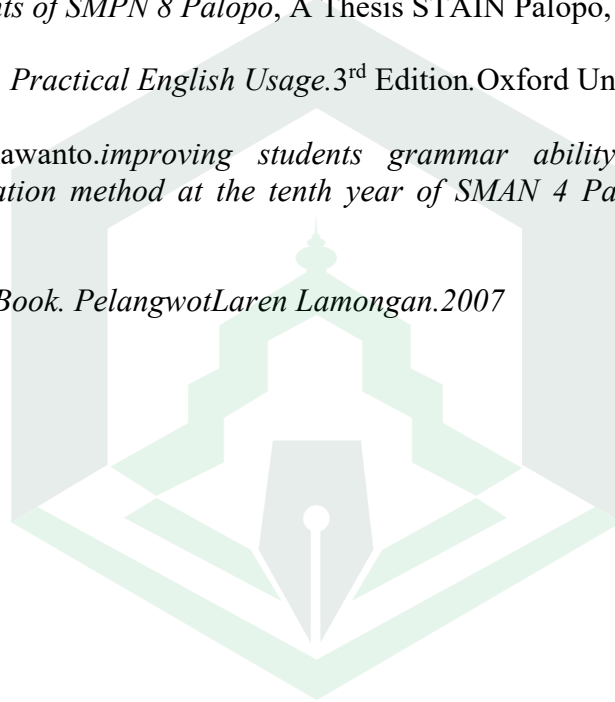
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**IAIN PALOPO**