IMPROVING GRAMMAR ABILITY IN TERM OF PASSIVE VOICE THROUGH JUMBLE WORD GAME AT THE ELEVENTH YEAR STUDENTS OF SMA PGRI WALENRANG

A THESIS

Submitted to the English Study Program of S1 Tarbiyah Department of

State College for Islamic Studies of Palopo in Partial Fulfillment

of Requirement for S.Pd Degree in

English Education

By,

JUSNI

Reg. Num. 09.16.3.0135

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2013

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Supervised by,

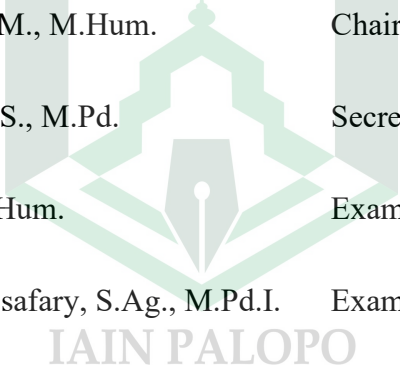**1. Dr, Dahlan. S,S. M.Hum**

2. Madehang. S,Ag. M.Pd

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
2013

THESIS APPROVAL

This thesis entitled *Improving Grammar Ability in Term Of Passive Voice Through Jumble Word Game at The Eleventh Year Students of SMA PGRI Walenrang* which is written by Jusni, Reg. Num. 09.16.3.0135. English study Program of Tarbiyah Department of State Collage for Islamic Studies (STAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Friday, November 22th 2013 M, coincide with Muharram 18th 1435 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Study Program.

Palopo, November 22th, 2013 M
Muharram 18th 1435 H

COMMITTEE OF EXAMINATION

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Assalamualaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

Nama   : Jusni

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Program Studi   : TADRIS INGGRIS

Judul Skripsi   : Improving Grammar Ability in term of Passive
                                   Voice through Jumble word Game at the Eleventh
                                   Year Students of SMA PGRI Walenrang.

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamualaikum Wr. Wb.

Palopo, October 2th 2013

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CONSULTANT APPROVAL

Thesis Entitled: Improving Grammar Ability in Term of Passive Voice Through
Jumble Word Game at the Eleventh Year Students of SMA
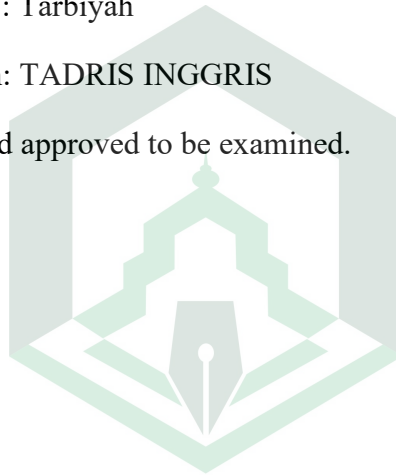PGRI Walenrang.

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Declares that this thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the state College for Islamic Studies Palopo entaitled, " Improving Grammar Ability in Term of Passive Voice through Jumble Word Game at the Eleventh Year Students' of SMA PGRI Walenrang ", is truly my original work. It does not incorporate to any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.
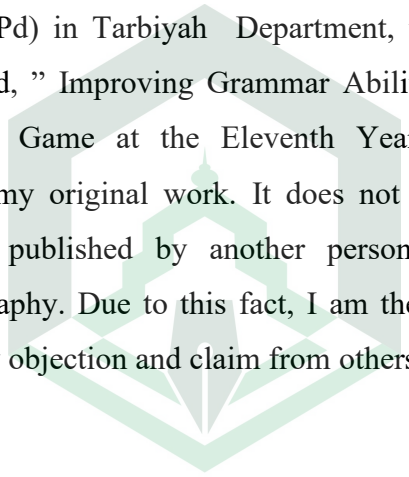
Palopo, October 02th 2013
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ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillahi Rabbil Alamin, praise and thanks to Allah SWT, the researcher has to say because of His blessing and guidance, the researcher can finish this thesis in a simple. To our beloved prophet, the chosen one Muhammad SAW. Safety and peace be upon him.

The researcher realizes that this thesis cannot accomplish without helping, guidances and motivation from the others. Therefore, in this chance the researcher would like to express her respects and thanks to :

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ABSTRACT

Jusni, 2013. *Improving Grammar Ability in Term of Passive Voice Through Jumble Word Game at The Eleventh Year Students of SMA PGRI Walenrang.* Thesis, English Study Program Educational Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Dr. Dahlan, S.S., M.Hum. and Madehang, S.Ag., M.Pd

Keyword: Improving, Students' Grammar Ability, Jumble Word Game

This thesis focuses on the improvement of students` grammar ability in term of passive voice at SMA PGRI Walenrang by Jumble Word Game. This thesis focuses on two research questions; 1. Is the Jumble Word effective to improve student's grammar ability at SMA PGRI Walenrang?
2. How is the students` interest towards the use of Jumble Word Game at the Eleventh Year Students of SMA PGRI Walenrang?

The researcher applies experimental research with pre-test and post-test design. This research is undertaken at the eleventh year students of SMA PGRI Walenrang. The numbers of population are 69 students and the researcher take 24 students from class IPA^1 as samples using purposive sampling technique. The researcher uses test and questionnaire as instruments of the data collection.

The result of this research shows that there are significant improvements on students` grammar ability in term of passive voice at the eleventh year students of SMA PGRI Walenrang after conducting the treatments through Jumble Word Games. In which the score of t_{test} (31,94) is bigger than the score of t_{table}(2,076). It means that jumble word game gives significant improvement to the students` grammar ability in term of passive voice. In addition, the researcher found almost all of the students give positively responds toward learning passive voice through Jumble Word Game.

CHAPTER I

INTRODUCTION

A. *Background*

Language is a tool for communication with the other people. Without language, the human can express their ideas.[1] There are four skills in learning language, they are writing, listening, reading and speaking skill. Those components cannot be separated because they support and related each other.[2] Every language is different from the other. All of languages have special rules such as structure and grammar. Indonesian language has different stucture and grammar with English language. In Indonesian language,we always put noun before adjective while English language, noun put after adjective. Example black hair, red shoes, etc

Grammar is one of the important skill, wich can support students both to speak and to write. By grammar ability, student can produce the larger sentences and make the easy to speak spontaneously.

English grammar has many elements to study. One of them is the passive voice. The researcher is interested in conducting a research about it, because this is

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[1] Siti Ningsi Soel, *Improving Grammar Through Reordering Words at the Eight Year Students of SMPN 8 Palopo* (A Thesis S_1, Palopo : Stain Palopo, 2009), p. 1.

[2] Mutmayunita, *The effectivenees of Transformation Drill in Teaching English Grammar at The First Year Student Exelent Class of SMP Negeri Palopo* (A Thesis S_1, Palopo: STAIN Palopo, 2009), p. 1.

one of the materials that which is cumpolsary by the students of Senior High School especially at SMA PGRI WALENRANG. As I see at SMA PGRI WALENRANG there are many students do not understand about the grammar especially in using passive voice. They said that learn grammar especially passive voice is very hard and boring.

As a teacher, we must know how choosing correct technique to teach the material that we want to teach, so that the students feel comfortable and motivated in learning passive voice. There are many technique to make the students feel comfortabe and motivated in learning subject especially in learning passive voice, one of them is games.

According to Virvou game can motivate learning and engage students, so that the learning process more enjoyable.[3] Another opinion from Randel in his research said that use of games is very usefull to the materials related to mathematics, psysics and languagage skills.[4]

The game can motivate in learning and make learning process enjoyable and also very usefull in learning.

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[3] Virvou, M. Combining Software Games with Education: Evaluasi of Its Effectivenss. *Journal Educational Technology and Society*. p. 54-65.

[4] Dillon, T. (2004, December). *Adventure Game for Learning and Storytelling.* Retrieved Februari 17, 2010, from Futurelab Innovation in Education: http:// www. Futurelab .org.uk /projects /adventure-author/context .

B. *Problem Statements*

The researcher states research problem owning to the background formulate, the following research argue :

1. Is the jumble word effective to improve students's grammar ability at SMA PGRI Walenrang?

2. How is the students` interest towards the use of jumble word game at the Eleventh Yeard Students of SMA PGRI Walenrang?

C. *Objective of the Research*

Relevant of the problem statement, the objective of the research as follow:

1. Whether or not the jumble word game effective to improve grammar ability at SMA PGRI Walenrang.

2. To find out the students` interest in learning passive voice through jumble word game at the eleventh year students of SMA PGRI Walenrang.

D. *Significance of the Research*

1. The theoritical, the result of the research is expected to be useful information for the students of SMA PGRI Walenrang who want to improve their Grammar ability.

2. The practical, this research also expects to be useful contribution for the teacher who wants to apply jumble word game in teaching Grammar abilty especially in term of passive voice.

E. Scope of the Research

This reaserch is focussed in improving grammar ability in term of passive voice through jumble word games. The researcher emphasized four tenses namely: Simple present tense, simple past tense, simple future tense, and present continous tense.

F. Definition of Terms

1. Grammar is the role for forming words and make sentence. Grammar is the rules in a language for changing the form of words and combining them into sentences.

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

3. Jumble word game is a game which is fun and educative. Jumble word game is try to entangle all student actively because each student will be tested by the bravery and speed think.
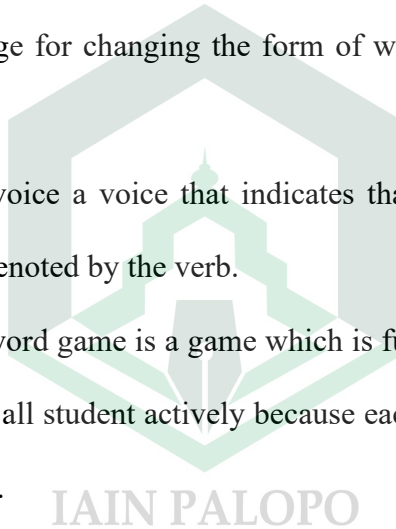
CHAPTER II

REVIEW OF RELATED LITERATURE

A.   Previous Study

In writing this thesis, the research finds some related studies, the studies willl back up my research.

Lisa Tangali, " Teaching Passive Voice Through Digtogloss at The Second Year Students' of SMA Frater Palopo". She found that teaching passive voice through dictogloss task is effective to enhance the ability of passive voice.[1]

Firman, " Students Ability in Using Passive Voice a Case study at SMU Negeri 1 Dori-Dori Soppeng. He found that the lefel students ability in general in using passive voice is very poor.[2]

B.   The Concept of Grammar

1.   Definition of Grammar

According to David Crystal Grammar is the study of all the contrasts of meaning that it is possible to make within sentences. The rules' of grammar tell us how. By one count,there are some 3,500 such rules in English.[3] Michaeld said that

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[1] Lisa Tangali, *Teaching Passive Voice Trhough Dictogloss at The Second Year Students' of SMA Frater Palopo* (A Thesis S$_1$, Palopo : Cokroaminoto University, 2011) p. 42.

[2] Firman, *Students Ability in Using Passive Voice a Case study at SMU Negeri 1 Dori-Dori Soppeng* (A Thesis S$_1$, Palopo : Cokroaminoto University, 2011) p. 57.

[3] Richard Nordquist. "*Definition of Grammar*", online : About.com Guide. Accessed on May 13th 2012.

grammar as the rules that say how words are combined, arranged and changed to show different meanings.[4] Horby also gave the definition of grammar is the rules in a language for changing the form of words and combining them into sentences.[5] In other hand, grammar is the role for forming words and make sentence. Grammar is the rules in a language for changing the form of words and combining them into sentences.[6]

In Linguistics, Grammar is the set of structural rules that govern the composition of clause, 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.[7]

Based on the definition grammar above, the researcher makes conclusion that grammar is a study of rules to organize and combine a word to make good sentence.

2. Principle for teaching grammar

Before conducting a grammar class, there must be some principles have to noticed by the teachers in order they can commit it successfully. According to

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[4] Hernawati, *Improving Students Grammar Achievement Through Situational Language Teaching (SLT) Method at the Seventh year of SMPN 8 Palopo* (A Thesis S$_1$, Palopo : Stain Palopo, 2009). p. 18.

[5] Horby, *Oxford Advanced Learner Dictionary*, (Walton Street, Oxford Ox2 6DP, Oxford University Press, 1995), p. 516.

[6] *Ibid.*

[7] Wikipedia, the Free Encyclopedia, "Grammar", online: http://en.wikipedia.org/wiki Grammar. Accesses on May 07th 2012.

Nunan in Siti Ningsi Soel thesis said that, there are at least three principles in teaching the grammar to the students, they are:

a.   Integrate both inductive and deductive methods into your 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 deductif teaching, you work from principle example. Inductive procedures reverce this process. In inductive teaching, you present the learners with samples of language and through a process of guided dicovery, get them to work out the principle or rule for themselves.

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

Grammar-based courses are relatyively ineffective because they teach grammar as and abstract system, present the language as 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 voive("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 task for the students was o turn the active voice sentences into the passive. Such a procedure does not give students any insights into the communicate contexts in which they should use the passive rather then 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. Prosedural knowladge able to use the knowladge for comunicative. Give a more- 0r less standard taxt book explanation of a grammatical ruke or princple, but who violate the rule when using languange comunicatively. There are also learners who have procedural but not declarative knowledge. In fact, the fast 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 developtment of procedural 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]

After kowing the principle of the teaching grammar, the reachers are expected to be able to manage the classroom situation and their teaching strategy or method, so, teachers have to make good preparation before teaching.

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[8] Siti Ningsih Soel*, Improving Grammar Through Reordering Words at the Eight Year Students of SMPN 8 Palopo* (A Thesis S_1, Palopo: STAIN Palopo, 2009) p. 15.

3. Classroom Techniques and Tasks In Teaching grammar

According to Nunan, there four techniques in teaching grammar, they are:

a.   Input Enhancement is a technique for getting students to notice the grammar item that the teacher wants to introduce. With this technique, teacher draw students' attention to items that are meant to be noticed by "flagging" them in some way such as through highlighting, underlining, or coloring. Such awareness-raising techniques are at the accuracy end of Ur's accuracy-fluency continum.

b.   Consciosness-raising activities are designed to get learners to notice particular grammatical feature or principle has ever learners are not required to use or practice the target item.

c.   Grammar dictation involves learners' collaboration in small group actively using their language, and reflecting of the way the grammar works in context. It also encorages students to reflect on

d.   Their own output. The technicue is a relatively simple one. The teacher dictates a passage containing target forms at normal speed. Students take notes and then work in small groups to reconstructucts the original passage.

e.   Garden Path, this technique could be considered rather cruel. In order to encourage students to precess the target structure somewhat more deeply than they might otherwise do, the task is set up to get students to over generalize. It thus, leads them into error. This is a technique based on inductive learning. Students study example of the language and come to a hypothesis or generalizatoin. The

generalization is too broad. They are given disconfirming evidence and then have to modify their hypothesis.[9]

Jumble word game intimately relate to one of technique mentioned above : " their own output." In which the game also involve small group and eachh member of group races to reconstuct the jumble word into good order sentences.

C. *The Concept of Passive Voice*

The passive voice is very important in English. Probably quite 90 per cent of the passive sentences spoken or written are of the type replacing indefinite pronoun or reflexives in other language. (Cf. French *on*, German *man,* and the use of reflexive verbs in Slavonic languages).[10] We ought to stress the fact that the passive voice has an important and special place in the language; mose sentences that are good in the active voice are just grotesque curiosities when put into the passive voice. The proper uses of the passive voice have been carefully pointed out in the last four exercises. Most of the sentences fall more naturally into a passive form than the form given.[11]

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[9] *Ibid.*

[10] W.Stannard Allen, *Living English Structure*, (Logman Group UK Limited, London, 1974), p. 52.

[11] *Ibid.*

1. Definition of passive voice

According to Horby passive voice is a special grammar, the passive form of a verb, verb phrase or sentence.[12] Another definition, passive voice is a voice that indicates that the subject is the patient or recipient of the action denoted by the verb.[13] The 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).[14]

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

2. Construction of the Passive Voice

The structure of the passive voice is very simple:[15]

There are nine tenses that can be use in passive voice, namely: simple present tense, simple past tense , simple future tense, present perfect, past perfect, future

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[12] Horby, *Oxford Advanced Learner's Dictionary*, (Walton Street, Oxford Ox2 6DP, Oxford Univercity Press, 1995) p. 847.

[13] SIL Intenational, *Definition of Passive voice,* online : www.sil.org/../ WhatIsPassiveVoice. htm. Accessed on Juny 8th 2012.

[14] English Passive voice,online:www.englishch-hilfen.de/en/grammar/passive voice. Accessed on Juny 8th 2012.

[15] Passive voice : http://grammar.ccc.commnet.edu/grammar/passive.htm Accessed on July 12th 2012.

perfect, present continuous tense, past continuous tense and past future. It can be seen in the picture bellow :

| Am |
| Is |
| Are |
| Was |
| Were |

BEING

| Should |
| Would |
| Shall |
| Will |

BE

V_{III}

| Have |

BEEN

| Has |
| Had |
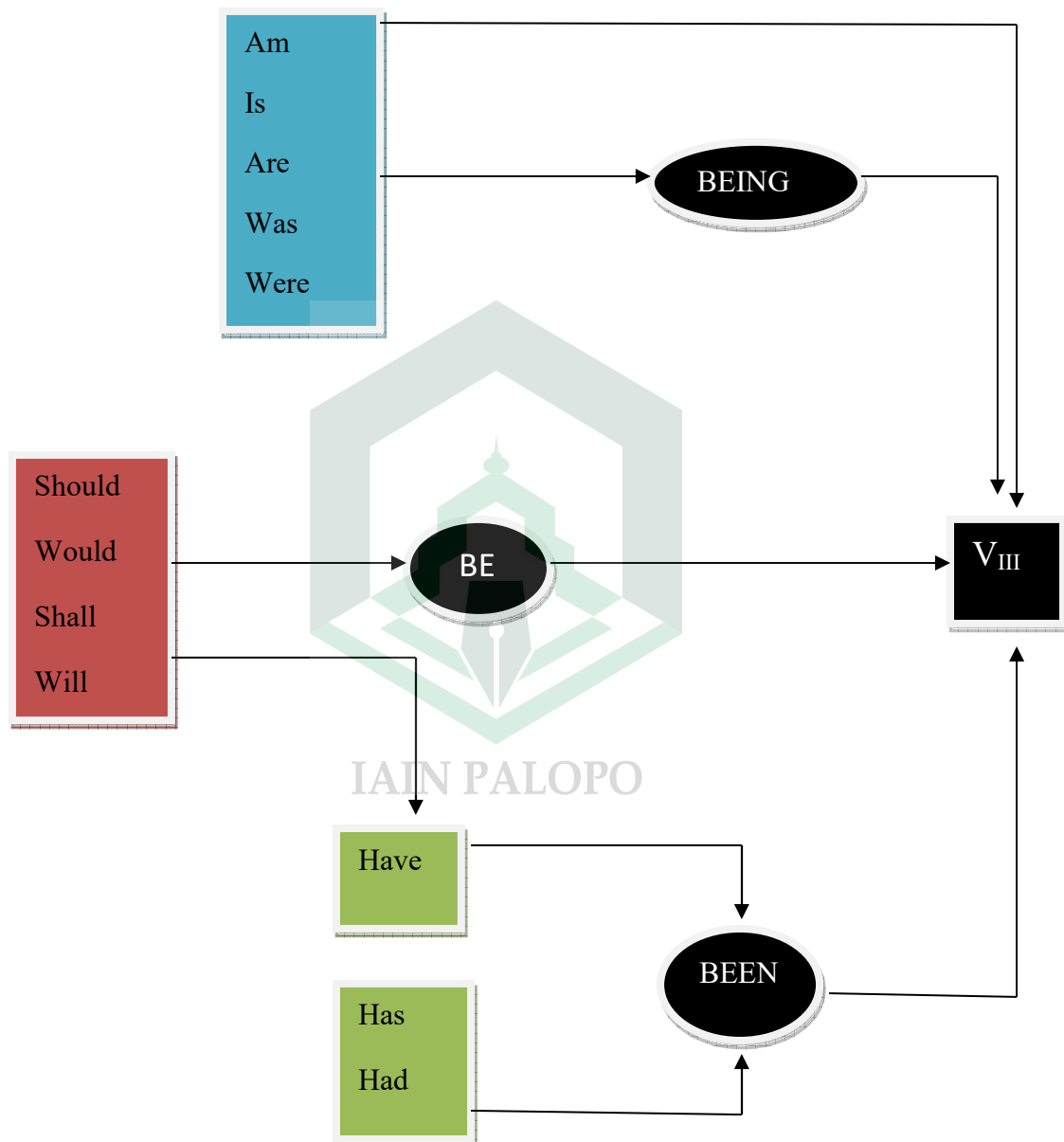
Example :

1. Water is drunk by everyone

2. I am paid in euro 100

3. People are employed by this company

4. The man will be delivered by the mail

5. The ball was cought by budi

6. We are being followed by somebody

7. A book is bought by me today

8. A prescription will be given me by the doctor next sunday

9. The roof is being repared by the man

10. A letter was writen by her yesterday

11. The sound of music was heard by us

12. That book was took by roberto from the desk

13. The lecture was attended by many people

14. His writing is always admired by people

15. Football is played by people all over the world

16. English is spoken by everybody in Australia

17. The export division is managed by Mr. Smith

18. The fog is blowed away by the wind by midmorning

19. My mother will be visited by me tomorrow morning

20. I will be invited by her next week

From the example above, it can be concluded that to change passive sentence, several things must be noticed as follows:

1) Only the positive voice contains the transitive verb can be changed into the passive voice.

2) Subject in the active voice will be an object in the passive voice.

3) Object in the active voice will be a subject in the passive voice.

4) Type of tenses in the active voice must be identic to the passive voice.

Example : the verb *caught* (Past Tense) will be come *was cought* (Past Tense).

5) In the passive voice, all the verbs are past participle.

3. Use of the Passive Voice

We use the passive when:

a. If agent of action need not be mentioned in discussion.

Example:

1) *This company **was established** in 1980.*

2) *The mall **was renovated** last year*

3) *Many people **were slaughtered** during the civi war.*

b. if which wants to be emphasized is object of an action and be not its agent.

Example:

1) *The lecture **was given** to us **by** Professor Francis*

2) *The little girl **was hit by** a bicyle.*

3) *Kevin **was beaten by** his schoolmates during lunch   break.*

c.   if the speaker wish to express something objectively.

Example:

1) *It **is agreed** that high school students in our district will be getting French lessons.*

2) *It **is acknowledged** that smoking can ruing human's healt.*

3) *It **is said** that a big market will be build at this city.*

d.   If want to explain a situasion

Example:

1) The yacht ***is sinking*** in the middle *of* sea.

2) The little *boy **is fallen** into the* swimming pool.

3) *The fire alarm **was pressed** before the flame began to spread.*

e.   If wants to discuss about the tittle of book,song,film, and famous the ather things.

Example:

1) *Monalisa **was pointed by** leonardo da Vinci.*

2) *Angels and Demons **is written by** dan Brown.*

3) *Star Wars **was directed by** Steven Spielberg.*

4. Conjugation for the Passive Voice

We can form the passive in any tense. In fact, conjugation of verbs in the passive tense is rather easy, as the main verb is always in past participle form and the auxiliary verb is always *be*.

Here are examples the passive voice with tenses:

1) Simple Present Tense

a) AV :   I buy a book today

PV :   A book is bought by me today

b) AV :   Harry put the bag on the table to day

PV :   The bag is put by harry on the table to day

2) Present Continuous Tense

a) AV :   I am reading the magazine now

PV :   The magazine is being read by me now

b) AV :   She is waiting her mother now

PV :   Her mother is being waited by her now.

3) Simple Past Tense

a)   AV : Ani helped her mother yesterday

PV : Her mother was helped by ani yesterday.

b)   AV : I sent the letter to my father last week.

PV : The letter was sent by me to my father last week.

4) Simple Future Tense

a)   PV : She will invite me next week

PV : I shall be invited by her next week.

b)   AV : They will give a book to you tomorrow

PV : A book wiil be given by them to you tomorrow.

5.   How to teach passive voice

a.   Warm up Asking questions such as "*What sport do you play?*" and writing both the response and the student's name on the board with give you some material to work with during your introduction of passive voice. It will also give your students some qualities speaking practice.

b.   Introduce

Using the example above, show students the difference between "*Andy plays basketball.*" and "*Basketball is played by Andy.*" Explain how in one sentence the

subject is Andy who is actively doing something. In the second sentence the focus is shifted to basketball which is now the subject but is not actively doing anything. In passive voice, the verb is done to the subject as opposed to the subject doing the verb. This whole concept will be completely different from what your students have studied so far so it is important to reinforce this concept as much as possible during your introduction and practice stages.

c.   Practice Passive Voice

As a class have students change responses given in the warm up from active to passive voice. If they are doing well, call on students individually or ask for volunteers to do the same thing. This will give the class as a whole some practice and also test comprehension individually. You can ask for students to tell you the subject and verb of sentences and also ask for translations as part of this exercise.

d.   Discuss Passive Voice

Now that your students have had some practice using the passive voice on sentences they will most likely not encounter in their English studies, talk about when passive voice would commonly be used. The passive voice is used to emphasize the object or when the person or thing doing the action is unknown. Passive voice is often seen in newspapers, for instance "Eight stores have been robbed in the past three weeks." politics, and science.

e.   Produce

Ask students to write three to five of their own passive voice sentences. Have volunteers read sentences aloud and give translations for further speaking practice

and comprehension checks. At the end of class, collect these sentences to correct any mistakes and return to students another day. This will give you a good idea of how well your students understand and use this structure as well as how to proceed with your lessons.

f.   Review

Ask your students to summarize what they learned in class. If they can explain passive voice to you, then they are probably doing quite well understanding it themselves. If students struggle, lead them to say at least a few major points regarding passive voice and make a note to review everything further in a later lesson.

D.   *The Concept of Game*

1.   Definition of game

A game is "any form of playful competition whose outcome is determined by physical skill, strategy or chance employed singly or in a combination." (Loy, 1969, p.56). There are three important parts of this definition. First, game derive from play. Second, game involve competition. Third, the outcome of the game is determined by use of physical skill, strategy, and or chance. Not all game are sport, but sport is always game.[16]

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[16] Definition of game: http: *Santriw4n.word press.com*/2009/11/06/definition-games/. Accessed on july 18th 2012.

2. Clasification of game

This game classification has four categories:

a. Territory or invansion game are defined by the problem of needing to invade the space of the opponent to score. Two types of territory invansion game are those in which goals are us in used (basketball, ice hockey, soccer, water polo) and those in which lines are used (American football, rugby).

b. Target game are defined by the primary rules of propelling objects with great accuracy toward targets. Target game can be subdivided interms of whether the opponents are directly opposed or indirectly opposed (golf, bowling).

c. Court game are those in which an object is strategically propelled in ways that cannot be turned by an opponent.

d. Field game are defined by primary rules that require one opponent to strike an object such as to clued defenders on the field. Cricket, baseball, softball, and rounders are examples.[17]

3. Definition of Jumble

The definition of jumble, the meaning of the word Jumble:

1) *n.* - A confused multitude of things

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[17] *Ibid.*

2) *n*. - Small flat ring-shaped cake or cookie

3) *n*. - A theory or argument made up of miscellaneous or incongruous ideas

4) *v*. - Be all mixed up or jumbled together

5) *v*. - Assemble without order or sense

6) *v*. - Bring into random order

Jumble is a word puzzle with a clue, a drawing illustrating the clue, and a set of words, each of which is "jumbled" by scrambling its letters to make an anagram. A solver reconstructs the words, and then arranges letters at marked positions in the words to spell the answer phrase to the clue. The clue and illustration always provide hints about the answer phrase. The answer phrase frequently uses a homophone or pun.[18]

4. History of Jumble

Jumble was created in 1954 by Martin Naydel, who is better known for his work on comic books. Jumble is one of distributor Tribune Media Services, Inc.'s (TMS) most valuable properties. TMS owns the JUMBLE trademarks and copyrights. Daily and Sunday Jumble puzzles appear in over 600 newspapers in the United States and internationally. Jumble is currently created by David L. Hoyt and Jeff Knurek.[19]

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[18] Definition of jumble: *http://www.answers.com/topic/jumble*. Accessed on *June* 18th 2012.

[19] *Ibid.*

5. Jumble word game

Jumble word game is a game which is fun and educative. Jumble word game is try to entangle all student actively because each student will be tested by the bravery and speed think in jumble word arena which is very simple and only need the colourfull card, double tip and colourful magnet to compile the random words become the sentence passive voice.

6. Example of jumble word procedure

Researcher form the students into three group consisted of 7 or 8 students. After that, the researcher ask the students to make passive voice in several tenses. Then, after each group finished making passive voice sentences, Next, after each group finished making sentences, the researcher ask to separate word by word all the creation sentence from three groups and they write down into a card to randomized together. The next with the 2-2 formation, delegetion from each group will compate to make a new passive voice which had been randomized within three minutes. Before that, they must to play in arena " lucky draw" by taking the paper which contains tense that has been provided by the researcher. If one group get a paper that inscribed with "be punished" they are given two task. Becides they are make the passive voice, they also must to change it into an active sentence again without the addition time.

E.   *Related between Passive Voice and Jumble Word Game*

Related to the qualified learning process and the students'success. The researcher initiateve the jumble word game to overcome the student constraint in comprehending fundamental of discussion of Passive Voice. This Game is tied in " Fun But Educatived" atmosphere (Fun and educative). The target is minimazing all and constraint student consistence on studing grammar (stucture). Depressing and tiring which is usually hampered the student when learning will vanish along with game activities. This symptom is closely related to the impact of lockness on motivating, entusiasm, attitude and accute learning habits. Along with applying of new method on grammar studies, all the inconvenience will decrease time to time anhancing student understanding, motivation, and achievement on learning passive Voice.

One to the student's understanding, jumble word game really can grow up the enthusiasm of students on learning passive voice, because the student might be instructed and involved actively in studying by fun and educative.

F.   *Conceptual Framework*

The conceptual in this research is the explanation of the bacground structure, teory of finding data, analysis data, and conclusion. The conceptual framework as follows :

```
┌─────────────────────────────┐
│      Jumble Word Game        │
│                              │
└─────────────┬───────────────┘
              │
              ▼
┌─────────────────────────────┐
│      Fun and Educative       │
│                              │
└─────────────┬───────────────┘
              │
              ▼
┌─────────────────────────────┐
│         Enthusiasm           │
└─────────────┬───────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Improving students Ability in │
│    Term of Passive Voice      │
└─────────────────────────────┘
```
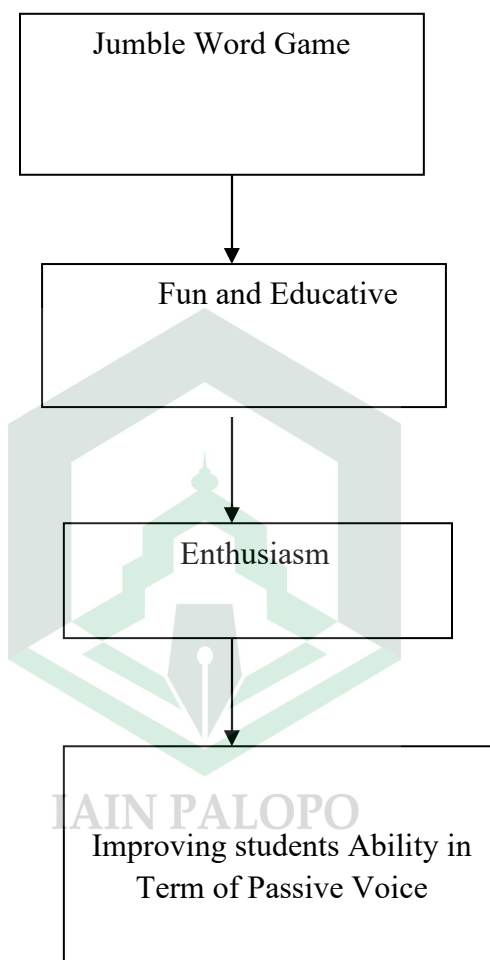
The diagram above shows that jumble word game is a game which is fun and educative. Uses of this game teaching learning process can also fascinate students' entusiasm. Therefore through jumble word, students ability can be improved dealing with passive voice.

G.   *Hypothesis*

The statistical hypothesis of this research is given as follows:

1. (Hi) : Students' grammar ability in term of passive voice can be improved through jumble word game at the eleventh year students of SMA PGRI Walenrang.

2. (Ho) : Students' grammar ability in term of passive voice can not be improved through jumble word game at the eleventh year students of SMA PGRI Walenrang.

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CHAPTER III

METHOD OF THE RESEARCH

This chapter discusses about the method, researcher design, population and sampel, instrument of the research, prosedure of colecting data, analysis technique.

A. *Method*

In this research, the researcher applied pre-experimental method. It aims for giving description about improving grammar ability in term of passive voice through jumble word games at the eleventh yeard student of SMA PGRI WALENRANG.

B. *Research Design*

This research applied pre-experimental method consists of pre-test, treatment, and post-test.[1] It would be designed as follows:

$$O_1 \qquad X \qquad O_2$$

Where :

O_1 = Pre-test

X   = Treatment

O_2 = Post-test

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[1] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta, Rineka Cipta Press, 1997) p. 78.

C.   *Variable of the Research*

There are two variables in this research, the variable are :

    1.   Dependent variable, there are two variables:

a) Improving student`s passive voice through jumble word game.

b) The student`s interest through jumble word game.

    2.   Independent variable is the uses of jumble word game.

D.   *Population and Sample*

    1.   Population

The population of this research was the eleventh year students of SMA PGRI WALENRANG. There were 69 students. But the population of this research consisted of the class IPA^1 at the eleventh year students of SMA PGRI WALENRANG. Total populations are 24 students.

    2.   Sample

The technique of this research was purposive sampling. It chose class IPA^1 as sample. There were 24 students took as sample of this research.[2]

E.   *Instrument of the Research*

    1.   For collecting data from the students, the researcher used proper test about passive voice,it aims to know the ability before and after treatment. This consists of pre-test and post-test. Pre-test was giving before treatment; used to make sure and to find out students' passive voice ability. Post-test was giving after giving

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[2] Gay, *Education Research : Competences for Analysis and Application* (Florida International University) p. 24

treatment;used to know students' improvement about passive voice ability after treatments have been given. There are two section in this test; section A, and B. Each section consisted of 15 items and each number has one score if the students answer correctly. So, if the students can answer correctly all items, their score were 30. For both test (pre-test and post-test) used the same test, the researcher just random the questions in the post-test.

2. The questionnaire consists of 10 items. The items are to see the student` interest. The questionnaire is meant to find out whether the students are interested in learning passive voice through jumble word game or not.

F. *Procedure of Collecting Data*

1. Pret-Test

The researcher gave easy test about ppassive voice from several tenses to find out students' passive voice ability before applied treatment.

2. Treatment

After Pre-Test the research gave tretment for Pre-experimental class for fifth meetings so that the students understand about using of passive voice by written test in passive voice. The procedure of the sixth meetings as the treatment they were:

1) The first meeting, The researcher explained about definition of passive voice, used of passive voice in several tenses and also give the example.

2) The second meeting, The researcher explained about jumble word game and how to use jumble word game.

3) The third meeting, the researcher grouping the students into three groups and than the researcher asked the students to use jumble word game in using of passive voice. But for the third meeting the researcher just focus on two tenses which are simple present tense and simple past tense.

4) The fourth meeting, the researcher asked the students to use jumble word game in using of passive voice with the same group in the third meeting. But for the fourth meeting the researcher just focus on two tenses which are simple future tense and present continous tense.

5) The fifth meeting, the researcher asked the students to use jumble word in using of passive voice with the same group. But for the fifth meeting the research use four tenses which are simple present tense, simple past tense, simple future tense and present continous tense.

3. Post test

After giving treatment to the students for five meetings, the researcher gave post-test. In the post-test the researcher gave the same way in pretest. The researcher gave easy test about passive voice to the students.

G.   *Technique of Data Analysis*

To analyze the data, the researcher used the following steps:

1. Scoring the students` correct answer by using the following formula :

$$\text{Score} = \frac{Value\ of\ students'correct\ answer}{Tatal\ Item} \text{ X } 100$$

2. Calculating the mean score of the students'

$$M = \frac{\sum X}{N}$$

Where : M = mean Score

$\sum X$ = Total of raw score

N   = Total number of respondents.

3. The score is into criteria interpretation score as follows :

   a. Excellent   : 95 – 100 is classified as excellent

   b. Verry good   : 86 – 95 is classified as verry good

   c. Good   : 76 – 85 is classified as good

   d. Fairly good   : 66 -75 is classified as fairly good

   e. Fairly   : 56- 65 is classified as fairly

   f. Fairly poor   : 36 – 55 is classified as fairly poor

   g. Poor   : 0 – 35 is classified as poor

4. Calculating the standard deviation by using the folloowing formula :

$$SD = \sqrt{\frac{(n \sum X_1)^2 - (\sum X_1)^2}{n\,(n-1)}}$$

Where :

SD   = Standart Dviation

$(\sum x_1)$ = The sum of X_1 score

$(\sum X_1)^2$ = The square of X_1 score

N   = Total sampel.[3]

5. Calculating the t-test to know the difference between the result of pre-test and post-test by using the following formula :

$$t = \frac{Md}{\frac{\sum X^d d}{n\,(n-1)}}$$

Where :

t   = test of significance

Md   = mean deviation between pre-test and post-test

$\sum D$ = the mean of difference score

$\sum X^2 d$ = different deviation and mean deviation

n   = total number of sample

1   = constant number

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[3] Ridwan, *Belajar Mudah Penelitian: Untuk Guru,Karyawan dan Peneliti Pemula*, (Bandung: ALFABETA, 2004), p. 122.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. *Findings*

1. Jumble word game Improve the students' Ability in Term of Passive Voice

The findings of the research deals with the rate percentage of students score in pre test and post test, percentage students` participation and the analysis of questionnaires.

To know about the result of students' score in test before and after doing treatment, we presented the following tables.

Table 1

The score of students' passive voice in pre-test ($X_!$)

No	Respondent	Right answer	Score
1.	R1	12	40
2.	R2	12	40
3.	R3	13	43
4.	R4	13	43
5.	R5	10	33
6.	R6	13	43
7.	R7	8	27
8.	R8	10	33

9.	R9	15	50
10.	R10	8	27
11.	R11	7	23
12.	R12	13	43
13.	R13	8	27
14.	R14	8	27
15.	R15	9	30
16.	R16	7	23
17.	R17	7	23
18.	R18	13	43
19.	R19	10	33
20.	R20	9	30
21.	R21	7	23
22.	R22	12	40
23.	R23	7	23
24.	R24	15	50

The table above shows the value of students' correct answer and their score in doing pre-test. That there were 24 students observed in this research before giving the treatment. It shows that all students taken as sample in this researcher got very low

score.The highest score was " 50" and just two students got it, and the lowest score was "23".

Table 2

Classification of the Students` Score in the Pre-test (X_1)

Classification	Score	Frequency	Percentage
Excellent	95-100	-	-
Very good	86-95	-	-
Good	76-85	-	-
Fairly good	66-75	-	-
Fairly	56-40	-	-
Poor	36-55	10	42%
Very poor	0-35	14	58%

The table above shows that in the pre-test, number of students taken as sample in this research got poor and very poor score.Most of the students got very poor score namely 14 (58% students from the total respondent and 10 (42%)) students got poor score. It means that there were students got expected score; all students got all unexpectid score.

Table 3

The score of students' passive voice in pos-test (X_2)

No	Respondent	Right answer	Score
1.	R1	24	80
2.	R2	22	73
3.	R3	25	83
4.	R4	25	83
5.	R5	22	73
6.	R6	23	77
7.	R7	21	70
8.	R8	23	77
9.	R9	29	97
10.	R10	21	70
11.	R11	21	70
12.	R12	29	97
13.	R13	24	80
14.	R14	25	83
15.	R15	26	87
16.	R16	23	77
17.	R17	22	73
18.	R18	27	90

19.	R19	21	70
20.	R20	24	80
21.	R21	24	80
22.	R22	25	83
23.	R23	23	77
24.	R24	29	97

The table above shows the value of students' correct answer and their score in doing post test. It shows the different betweeen the result of pre-test and post-test, where all the students taken as sample in this researcher got very low score in pre-test became high in the post-test. The highest score of pre-test was "50" and just two students got it, and the lowest score was "23". While in post-test, there was no student got under 70 score. The lowest score was "70" and just four students got it, and the highest score was "97" and there were three students got it.

Table 4

Classification of the Students` Score in the Post-test (X_2)

Classification	Score	Frequency	Percentage
Excellent	95-100	3	12%
Very good	86-95	2	9%
Good	76-85	12	50%
Fairly good	66-75	7	29%
Fairly	56-40	-	-
Poor	36-55	-	-
Very poor	0-35	-	-

Table above shaws that the score of studens in the pre-test and in the post-test was different, where we can see from the table above that from 24 students all students 24 (100%) students got expected score, and none of student got unexpected score. There were 3 (12%) students got excellent score, there were 2 (9%) students got very good score, there were 12 (50%) students got good score, and there were 7 (29%) students got fairly good score. It means that the score of students after doiing the treatment process during fifth neetings was very significance because the students' score increased the pre-test to post-test.It means that there was some improvement of the students' grammar ability in term of passive voice through jumble word games at the eleventh year students of SMA PGRI WALENRANG.

Table 5

Score of the students' grammar ability in term of passive voice in Pre-test and Post-test.

No	Pre-Test (X₁)	X₁²	Post-Test (X₂)	X₂²	Deviation D= X₁ – X₂	D²
R1	40	1600	80	6400	40	1600
R2	40	1600	73	5329	33	1089
R3	43	1849	83	6889	40	1600
R4	43	1849	83	6889	40	1600
R5	33	1089	73	5329	40	1600
R6	43	1849	77	5929	34	1159
R7	27	729	70	4900	43	1849
R8	33	1089	77	5929	44	193

					6
R9	50	2500	97	9409	47	2209
R10	27	729	70	4900	43	1849
R11	23	529	70	4900	47	2209
R12	43	1849	97	9409	54	2916
R13	27	729	80	6400	53	2809
R14	27	729	83	6889	56	3136
R15	30	900	87	7569	57	3249
R16	23	529	77	5929	54	2916
R17	23	529	73	5329	50	2500
R18	43	1849	90	8100	47	2209

R19	33	1089	70	4900	37	1369
R20	30	900	80	6400	50	2500
R21	23	529	80	6400	57	3249
R22	40	1600	83	6889	43	1849
R23	23	529	77	5929	54	2916
R24	50	2500	97	9409	47	2209
Total	$\sum X_1 = 817$	$\sum X_1 2 = 28239$	$\sum X_2 = 1927$	$\sum X_2 2 = 148855$	$\sum D = 1110$	$\sum D^2 = 52527$

The table above, we had gotten $\sum X_1 = 817$, $\sum X_1 2 = 28239$, $\sum X_2 = 1927$, $\sum X_2 2 = 148855$, $\sum D = 1110$, $\sum D2 = 52527$. The next findings are the mean score of pre-test(X_1) and post-test (X_2) , the difference of standard deviation between variable X_1 and variable X_2 as follows:

a. Mean score of pre test (X_1) :

$M = \frac{\sum X1}{N}$

$M = \frac{817}{24}$

$M = 34$

b. Mean score of post-test (X_2) :

$M = \frac{\sum X_2}{N}$

$M = \frac{1927}{24}$

$M = 80$

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Table 6

The Students' Mean Score

Component	Pre-Test	Post-Test
Mean	34	80

The table above indicates that the mean score of students in the post-test was very different with their mean in the Pree-Test or post-test > pre-test = 80>34.

c.   Standard deviation of Pre-test and Post-Test

   1.   Standard deviation of Pre-Test

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n\,(n-1)}}$$

$$SD = \sqrt{\frac{24(817)^2 - (817)^2}{24(24-1)}}$$

$$SD = \sqrt{\frac{24(667489) - (667489)}{24(23)}}$$

$$SD = \sqrt{\frac{16019736 - 667489}{552}}$$

$$SD = \sqrt{27812}$$

$$SD = 167$$

   2.   Standard deviation of Post-Test

$$SD = \sqrt{\frac{n(\sum X_2)^2 - (\sum X_2)^2}{n\,(n-1)}}$$

$$SD = \sqrt{\frac{24(1927)^2 - (1927)^2}{24(24-1)}}$$

$$SD = \sqrt{\frac{24(3713329) - (3713329)}{24(23)}}$$

$$SD = \sqrt{\frac{89119896 - 3713329}{552}}$$

$$SD = \sqrt{154722}$$

$$SD = 393$$

Table 7

Standard Deviation

Component	Pre-Test	Post-Test
Standard Deviation	167	393

The table above shows that standard deviation of pre-test lower than post-test, where standard deviation of pre-test 167 and post-test 393. It shows a different although not very big.

d. Test of significance

After finding the mean score and standard deviation of pre-test and post-test, the next finding is test of significance as follows :

$$t = \frac{Md}{\frac{\sum X^d_d}{n\,(n-1)}}$$

$$\sum X^2 d \qquad = \sum D^2 - \frac{(\sum D)^2}{N}$$

$$\sum X^2 d \qquad = 52527 - \frac{(1110)^2}{24}$$

$$\sum X^2 d \qquad = 52527 - \frac{(1232100)^2}{24}$$

$$\sum X^2 d \qquad = 52527 - 51337$$

$$\sum X^2 d \qquad = 1190$$

$$Md \qquad = \frac{\sum D}{N} = \frac{1110}{24}$$

$$Md \qquad = 46$$

$$t \qquad = \frac{46}{\sqrt{\frac{1190}{24(24-1)}}}$$

$$t \qquad = \frac{46}{\sqrt{\frac{1190}{24(23)}}}$$

$$t \qquad = \frac{46}{\sqrt{2,1}}$$

$$t \qquad = \frac{46}{1,44}$$

$$t \qquad = 31,94$$

Table 8

t-Test and t-Table Value

Component	t-Table	t-Test
t-value	2,076	31,94

Based on the table above indicates that the result of t-test was greater than t-table. t-value above compared with t-table for certain real level α 5% by the degree of freedom n-1. The value is 2,076. It means that the students' grammar ability in term of passive voice through jumble word games at the eleventh year students of SMA PGRI Walenrang improved.

All about result used null hypothesis and the alternative hypothesis based on the research question by considering:

1) Null hypothesis (Ho) is compering hypothesis from alternative hypothesis wich tested by the researcher by using statistic. Null hypothesis means students' grammar ability in term of passive voice can not be improved through jumble word games at the eleventh year students of SMA PGRI Walenrang.

2) Alternative hypothesis (Ha) is hypothesis from wich formed by the research in the her research. Alternative hypothesis means students' grammar ability in term of passive voice can be improved through jumble word games at the eleventh year students of SMA PGRI Walenrang.

The based of taking decision: by compare the value of t-test with t-table as follows: If value of t-test > value t-table, so Ho rejected means improved. If value of t-test < value t-table, so Ho accepted means not improved.

2. Questionnaires

The result of questionnaires about the students' interest to the jumble word games that given to the students presented in the following table :

Table 9

English is very important to be learned

No	Classification	Frequency	Percentage
1.	Strongly Agree	16	67%
2.	Agree	8	33%
3.	Neutral		
4.	Disagree		
5.	Strongly Disagree		
	Total	24	100%

Source : Questionnaire Number 1

The table above shows that most of the students choose " strongly agree" with the statement that English is very important to be learned, where 16 (67%) students said "strongly agree" and 8 (33%) students said "agree". It means that English is very important to be learned in the world especially in the eleventh year students of SMA PGRI WALENRANG.

Table 10

Grammar is an important matter in English lesson

No	Classification	Frequency	Percentage
1.	Strongly Agree	14	58%
2.	Agree	10	42%
3.	Neutral		
4.	Disagree		
5.	Strongly Disagree		
	Total	24	100%

Source : Questionnaire Number 2

The table above shows that most of the students choose " strongly agree" with the statement that English is very important to be learned, where 14 (58%) students said "strongly agree" and 10 (42%) students said "agree". It means that Grammar is important metter in English lesson.

Table 11

Jumble Word Game is very effective in improving passive voice.

No	Classification	Frequency	Percentage
1.	Strongly Agree	20	83%
2.	Agree	4	17%
3.	Neutral		
4.	Disagree		
5.	Strongly Disagree		
	Total	24	100%

Source : Questionnaire Number 3

The table above shows that there were 20 (83%) students said "Strongly agree" to the third item of questionnaire,there were 4 (17%) students said "Agree" and none of the student said neutral,disagree and strongly disagree. It means that jumble word games is good method in teaching learning process especially in teaching passive voice.

Table 12

Jumble Word Game can motivate students in learning English

No	Classification	Frequency	Percentage
1.	Strongly Agree	5	21%
2.	Agree	19	79%
3.	Neutral		
4.	Disagree		
5.	Strongly Disagree		
	Total	24	100%

Source : Questionnaire Number 4

The table above shows that there were 5 (21%) students said "Strongly agree" to the third item of questionnaire,there were 19 (79%) students said "Agree" and none of the student said neutral,disagree and strongly disagree. It means that jumble word game can motivate in learning English especially in learn passive voice.

Table 13

Passive voice is closely related to English language skill.

No	Classification	Frequency	Percentage
1.	Strongly Agree	2	8%
2.	Agree	3	12%
3.	Neutral	19	79%
4.	Disagree		
5.	Strongly Disagree		
	Total	24	100%

Source : Questionnaire Number 5

The table above shows that there were 2 (8%) students said "Strongly agree",there were 3 (12%) students said "Agree", there were 19(79%) students said "neutral" and none of the student said "sagree and strongly disagree".

Table 14

It is easier to understand passive voice through Jumble Word Game.

No	Classification	Frequency	Percentage
1.	Strongly Agree	20	83%
2.	Agree	4	17%
3.	Neutral		
4.	Disagree		
5.	Strongly Disagree		
	Total	24	100%

Source : Questionnaire Number 6

The table above shows that there were 20 (83%) students said "Strongly agree",there were 4 (17%) students said "Agree" and none of the student said neutral,disagree and strongly disagree. It means that jumble word games is good method in teaching learning process especially in teaching passive voice.

Table 15

Jumble word game is more effective than other game

No	Classification	Frequency	Percentage
1.	Strongly Agree	10	42%
2.	Agree	12	50%
3.	Neutral	2	8%
4.	Disagree		
5.	Strongly Disagree		
	Total	24	100%

Source : Questionnaire Number 7

The table above shows that there were 10 42%) students said "Strongly agree",there were 12 (50%) students said "Agree" there were 2(8%) students said "neutral", and none of the student said "disagree and strongly disagree". It means that jumble word games is proper in teaching passive voice.

Table 16

The students are not bored in learning passive voice by jumble word game.

No	Classification	Frequency	Percentage
1.	Strongly Agree	10	42%
2.	Agree	14	58%
3.	Neutral		
4.	Disagree		
5.	Strongly Disagree		
	Total	24	100%

Source : Questionnaire Number 8

Base on the table above indicates that learning passive voice by jumble word games make the students do not bored,there were 10(42%) students said "Strongly agree",there were 14 (58%) students said "Agree", and none of the student said "neutral,disagree and strongly disagree".

Table 17

The students' grammar ability in term of passive voice is improved after learning passive voice by jumble word game.

No	Classification	Frequency	Percentage
1.	Strongly Agree	20	83%
2.	Agree	4	17%
3.	Neutral		
4.	Disagree		
5.	Strongly Disagree		
	Total	24	100%

Source : Questionnaire Number 9

The tables above shows that all the students taken as sample in this research said " strongly agree and agree" with the statement that their ability in using passive voice improve after learning by jumble word games. It means that jumble word games is a good method in teaching learning process especially in teching passive voice to the eleventh year students of SMA PGRI WALENRANG.

Table 18

**Learning passive voice by jumble word game improve the students'
learning interest**

No	Classification	Frequency	Percentage
1.	Strongly Agree	13	54%
2.	Agree	10	42%
3.	Neutral		
4.	Disagree		
5.	Strongly Disagree		
	Total	24	100%

Source : Questionnaire Number 10

The table above shows that there were 13 (54%) students said "Strongly agree",there were 10(42%) students said "Agree" and none of the student said "neutral,disagree and strongly disagree". It means that jumble word games is good method in teaching learning process especially in teaching passive voice.

Based on the result of the questionnaire analysis above, it can be said that teaching passive voice by jumble word games is good, because most of the students taken as sample in this research response positive or choose " strongly agree and agree" to every items of the questionnaire that have given to them. And it's proved

that the students grammar ability in term of passivve voice improve through jumble word games.

B.   *Discussion*

Based on the result of testing described aboved, it can be proved that the students' grammar ability in term of passive voice improve through jumble word game to the eleventh year students of SMA PGRI Walenrang. Jumble word game is effective to improve grammar students' ability in term of passive voice at SMA PGRI Walenrang. The table 4.7, shows that the mean score of students in pre-test is 34 and in the pos-test rise become 84. It is also seen in the able 4.2, where in the pre-test, all students taken as sample in this research got unexpected score or poor and very poor. While in the post test (after doing the treatment process) was changed, where 100% students got expected score. The table 4.4 shows that from 24 students there were 3 (12%) students got exellent score, there were 2 (9%) got very good score, there were 12 (50%) students got good score and there were 7 (29%) students got fairly good score. It means that after doing the treatment during fifth meetings, the students' grammar ability in term of passive voice improve through jumble word game at the eleventh year students of SMA PGRI Walenrang. This improvement is proved by calculating the difference of both test (pre-test and post-test) by the result of using t-test analysis, where the result of t-test value is 31,94. The value is greater that t-table value (2.076) for $\alpha = 5\%$ level of signicance.

Based on the discussion above, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. So, it can be said that the students' grammar ability in term of passive voice improved through jumble word game at the eleventh year students of SMA PGRI Walenrang.

Jumble word game proved that it could improve the students' grammar ability in term of passive voice, it also supported by the students response to the questionnaires that was given to them, where based on the result of the questionnaires most of the students taken as sample in this research response positive or choose " strongly agree" to every items of the questionnaire. And it's proved that the students' grammar ability in term of passive voice improve through jumble word games.

The first statement explain about English is very important to be learn. There were 16 students strongly agree and the percentage was 67%, there were students agree and the percentage was 33% and no students said neutral, disagree, and strongly disagree. It means that English is very important to be learned included of the passive voice.

The second statemment explain about grammar is important metter in English leasson. There were 14 students strongly agree and the percentage was 58%, there were 10 students agree and the percentage was 42% and no students said neutral, disagree, and strongly disagree. It means that grammar is important metter in english leason especially passive voice.

The third statemment explain about jumble word games very effective in improvement of passive voice. There were 20 students strongly agree and the

percentage was 83%, there were 4 atudents agree and the percentage was 17% and no students said neutral, disagree, and strongly disagree. It means that jumble word game very effective in improvement of passive voice.

The four statemnent explain about jumble word game can motivate in learn English. There were 5 students strongly agree and the percentage was 21%, there were 19 atudents agree and the percentage was 79% and no students said neutral, disagree, and strongly disagree. It means that jumble word game can motivate in learning English especially passive voice.

The fifth statemnent explain about passive voice is very related to English language skill. There were 2 students strongly agree and the percentage was 8%, there were 3 atudents agree and the percentage was 12%, there were 19 students neutral and the percentage was 79% and no students said disagree, and strongly disagree.

The sixth statemnent explain about learning passive voice easer to understand the material through jumble word game. There were 20 students strongly agree and the percentage was 83%, there were 4 atudents agree and the percentage was 17% and no students said neutral, disagree, and strongly disagree. It means that learning passive voice easer to understand the material through jumble word game.

The seventh statemnent explain about jumble word game more effective then another method or technique. There were 10 students strongly agree and the percentage was 42%, there were 12 atudents agree and the percentage was 50%, there were 2 students neutral and the percentage was 8% and no students said disagree, and strongly disagree.

The eight statemnent explain about the students are not bored in learning passive voice by jumble word game. There were 10 students strongly agree and the percentage was 42%, there were 14 atudents agree and the percentage was 58% and no students said neutral, disagree, and strongly disagree. It means that the students are not bored in learning passive voice by jumble word game.

The ninth statemnent explain about the students grammar ability in term of passive voice improve after learning passive voice by jumble word game. There were 10 students strongly agree and the percentage was 83%, there were 4 atudents agree and the percentage was 17% and no students said neutral, disagree, and strongly disagree. It means that the students grammar ability in term of passive voice improve after learning passive voice by jumble word game.

The last statemnent explain about learning passive voice by jumble word game improve the students' learning interest. There were 13 students strongly agree and the percentage was 54%, there were 10 atudents agree and the percentage was 42% and no students said neutral, disagree, and strongly disagree. It means that learning passive voice by jumble word game improve the students' learning interest.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented conclusions and suggestions. Based on the data analysis and the findings of the previous chapter.

A. *Conclusions*

Based on the result of data analysis and findings in the previous chapter, the conclusions that could be drawn from this study as follows:

1. The jumble word game was effective in improving grammar ability in term of passive voice through jumble word game at the eleventh year students of SMA PGRI Walenrang. It can be seen from the significant differences between before and after giving treatment through jumble word game. By using "t_t" standard of significant 5% with $d_f = 23$, got $t_t = 2.076$ and standard significant 0.05. the result of objective test is $t = 31.94$. the result above, the researcher found "t" test was bigger than "t" table ($31,94 > 2,076$).

2. After analysing the result of student`s interes toward the game applied by the researcher in this research, it was found that most of the eleventh year students at SMA PGRI Walenrang especially class IPA$_1$ were very interested in learning passive voice through jumble word games.

B.   *Suggestions*

Based on the conclusion above, the writer gives the following suggestions:

1.   It suggested to the teacher, especially English teacher who wants to teach grammar especiallay passive voice suggested to used jumble word game, that this technique has been proved increasing the students grammar ability in term of passive voice. Through jumble word game the students are more interested and focus in teaching learning process, so they can understand the teacher's explanation.

2.   It suggested to the students to always practice and learn about grammar. One of them is passive voice.

3.   The researcher suggested to the further researcher to focus their research on the other problems or focus in another technique in teaching English.
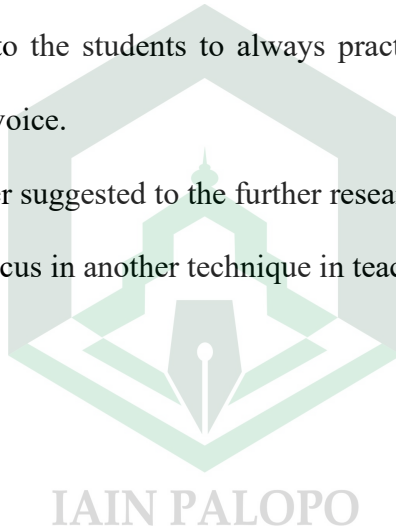
IAIN PALOPO

APPENDIX

APPENDIX 1

SOAL PRE-TEST AND POST TEST

Name :

NIS :

A. Choose correct answer

1. People always admire his writing

   A. His writing is always admired by people.

   B. His writing is always admired

   C. His writing always be admired

2. Everybody speaks English in the Australia.

   A. English in Australia is spoken

   B. English is spoke in Australia

   C. English is spoken By everybody in Australia

3. They offered her $10000.

   A. $ 10000 were offered him

   B. They were offered in the $10000

   C. She was offered $ 10000 by them

4. Someone is following us.

   A. We are followed by someone.

   B. We will be following by someone

   C. we are being followed by someone

5. People play football all over the world.

   A. All over the world is played football.

   B. Football over the world is played by people

   C. Football is played by people all over the world

6. Roberto took that book from the desk.

   A. The book was take from the desk by Roberto.

   B. The book was taken from the desk by Roberto.

   C. The book were taken from the desk

7. Many people attended the lecture.

   A. The lecture was attended by many people.

   B. The lecture were attended by many people.

   C. The lecture was attend by many people.

8. Mr. Smith manages the export division.

   A. The export division is managed by Mr. Smith.

   B. The export division has managed by Mr. Smith.

   C. The export division is managed Mr. Smith.

9. The wind blows the fog away by midmorning.

   A. The fog is blow away by the wind by midmorning.

   B. The fog is blown away by the wind by midmorning.

   C. The fog are blown away by the wind by midmorning

10. Vance buys books from that store.

    A. Books are bringed by Vance from that store.

    B. Books are bought by Vance from that store.

C. Books are buy by Vance from that store.

11. We heard the sound of music.

    A. The sound of music was hear by us.

    B. The sound of music was heard by us.

    C. The sound of music were heard by us.

12. The mailman is delivering the mail now.

    A. The mail is being delivered now by the mailman.

    B. The mail is be delivered now by the mailman

    C. The mail are being delivered now by the mailman.

13. The company is shipping the merchandise today.

    A. The merchandise is being shipped by the company today.

    B. The merchandise is being ship by the company today.

    C. The merchandise are being ship by the company today

14. They started dancing class last week.

    A. A dancing class was started by them last week.

    B. A dancing class was starting by them last week.

    C. A dancing class was started by they last week.

15. The committee will choose you as its representative.

    A. You will be chosen by the committee as its representative.

    B. You will be choosen by the committee as its representative.

    C. You shall be choosen by the committee as its representative.

B. Change each sentence into passive voice

1. The men are repairing the roof.

2. The principal will hold the meeting tomorrow.

3. The doctor will give me a prescription next Sunday

4. Somebody is following us.

5. He killed the dog.

6. I am not expecting her reply.

7. He will switch on the light

8. I am reading the magazine now

9. I buy a book today

10. The wind will blow away the smoke.

11. She calls me

12. She wrote a letter yesterday

13. Ani and edy helped their mother yesterday.

14. She wiil invite me next week.

15. I shall visit my mother tomorrow morning.
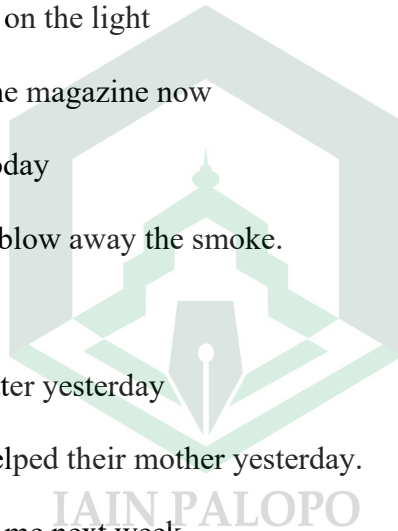
APPENDIX 2

The first treatment

The first meeting, The researcher explained about definition of passive

voice and grouping the students into three groups.

Lesson plan

School   : **SMA PGRI Walenrang**

Grade/ semester   : **XI / II**

Subject   : **English**

Time Allocation   : **45 minutes**

MATERIAL and ,MEDIA

A topic about definition of passive poice, use of passive voice in several

tenses

TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time

1.	Introduction	The researcher greets and asks students about their condition and their knowlagne about passive voice to follow the teaching and learning process.	Assalamu 'alaikum. Well, my name is Jusni You can call me Jusni….	5 min
2.	Studying passive voice	The researcher will explain about the passive voice, use of passive voice in several tenses and give the example	Giving explanation about the topic of the material and	15 min
3.	Test	The researcher gives the students some questions.	The researcher give some question about passive voice	15 min
4.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions about the course and closing the meeting.	10 min

APPENDIX 3

The Second treatmen

The second meeting, The researcher explained about used of passive voice in several tenses and also gives the examples.

Lesson plan

School   : **SMA PGRI Walenrang**

Grade/ semester   : **XI / II**

Subject   : **English**

Time Allocation   : **45 minutes**
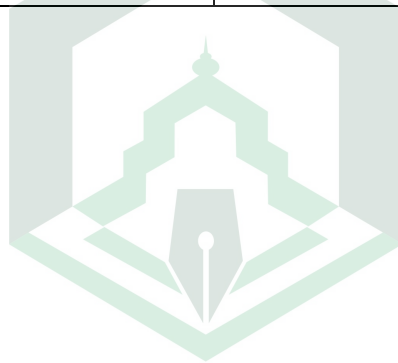
MATERIAL and ,MEDIA

The topic about jumble word game and how use jumble word game

TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time
1.	Jumble word game and how use jumble word game	The researcher will explain jumble word game and explain how to use jumble word game	Giving explanation about the material	30 min

2.	Test	The researcher gives the students some questions		10 min
3.	Closing	. The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about tthe topic and closing the meeting.	5 min

APPENDIX 4

The third treatmen

The third meeting, the writer explained about the definition of jumble word games and how game can make the process learn to become more interesting.

Lesson plan

School   **: SMA PGRI Walenrang**

Grade/ semester   **: XI / II**

Subject   **: English**

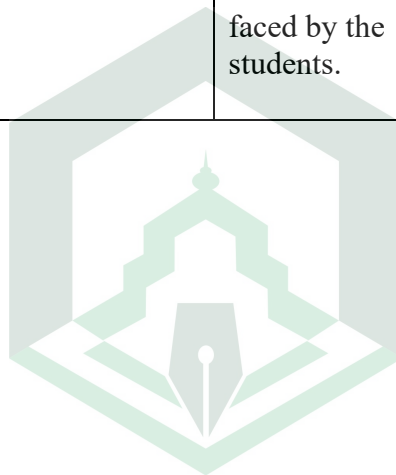**Time Allocation**   **: 45 minutes**

MATERIAL and ,MEDIA

Using jumble word game and grouping the students

TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time
1.	Jumble word game	The researcher will ask the student to play jumble word game in two tenses	Grouping the students and play a game	35 min

| 2. | Test | The researcher gives the students some questions | The researcher asks the students to make passive | 15 min |
| 3. | Closing | . The researcher asks the students about difficulties faced by the students. | Giving some suggestions to the students about tthe topic and closing the meeting. | 5 min |

APPENDIX 5

The fifth treatmen

The fifth meeting, the writer gave assigment about Passive Voice in several tenses and used jumble word games to know how far the studens understood about the material that wiil have explained.
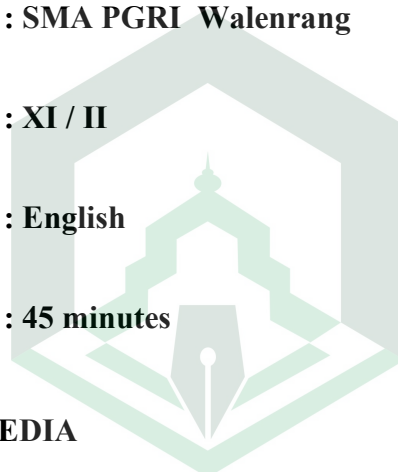
Lesson plan

School   : **SMA PGRI Walenrang**

Grade/ semester   : **XI / II**

Subject   : **English**

Time Allocation   : **45 minutes**

MATERIAL and ,MEDIA

Give assigment about passive voice in several tenses and used jumble word games.

TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time

1.	Give assigment about passive voice in several tenses and used jumble word games.	The researcher will give assigment about passive voice in several tenses used jumble word games	Giving explanation about the material	20 min
2.	Test	The researcher gives the students some questions	The researcher practice the material	20 min
3.	Closing	. The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about tthe topic and closing the meeting.	5 min

APPENDIX 6

The sixth treatmen

The writer gave the solution about how to use Passive Voice in several tenses.

Lesson plan

School   **: SMA PGRI Walenrang**

Grade/ semester   **: XI / II**

Subject   **: English**

Time Allocation   **: 45 minutes**

MATERIAL and ,MEDIA

solution about how to use Passive Voice in several tenses.

TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time
1.	Solution about how to use passive voice in several tenses	The researcher will give solution about the material	Giving explanation about the material	35 min
2.	Closing	. The researcher	Say thank's to the	10

		tell the students that this is the last meeting for them	students	min

APENDIX 7

SOAL POST-TEST

Name :

NIS   :

A. *Choose correct answer*

1. They offered her $10000.

A. $ 10000 were offered him

B. They were offered in the $10000

C. She was offered $ 10000 by them

2. Someone is following us.

A. We are followed by someone.

B. We will be following by someone

C. we are being followed by someone

3. Everybody speaks English in the Australia.

A. English in Australia is spoken

B. English is spoke in Australia

C. English is spoken By everybody in Australia

4. People play football all over the world.

A. All over the world is played football.

B. Football over the world is played by people

C. Football is played by people all over the world

5. People always admire his writing

    A. His writing is always admired by people.

    B. His writing is always admired

    C. His writing always be admired

6. Vance buys books from that store.

    A. Books are bringed by Vance from that store.

    B. Books are bought by Vance from that store.

    C. Books are buy by Vance from that store.

7. Roberto took that book from the desk.

    A. The book was take from the desk by Roberto.

    B. The book was taken from the desk by Roberto.

    C. The book were taken from the desk

8. Many people attended the lecture.

    A. The lecture was attended by many people.

    B. The lecture were attended by many people.

    C. The lecture was attend by many people.

9. Mr. Smith manages the export division.

    A. The export division is managed by Mr. Smith.

    B. The export division has managed by Mr. Smith.

    C. The export division is managed Mr. Smith.

10. The wind blows the fog away by midmorning.

    A. The fog is blow away by the wind by midmorning.

    B. The fog is blown away by the wind by midmorning.

C. The fog are blown away by the wind by midmorning

11. The committee will choose you as its representative.

A. You will be chosen by the committee as its representative.

B. You will be choosen by the committee as its representative.

C. You shall be choosen by the committee as its representative.

12. We heard the sound of music.

A. The sound of music was hear by us.

B. The sound of music was heard by us.

C. The sound of music were heard by us.

13. The mailman is delivering the mail now.

A. The mail is being delivered now by the mailman.

B. The mail is be delivered now by the mailman

C. The mail are being delivered now by the mailman.

14. The company is shipping the merchandise today.

A. The merchandise is being shipped by the company today.

B. The merchandise is being ship by the company today.

C. The merchandise are being ship by the company today

15. They started dancing class last week.

A. A dancing class was started by them last week.

B. A dancing class was starting by them last week.

C. A dancing class was started by they last week.

***B.* Change each sentence into passive voice**

1. I shall visit my mother tomorrow morning.

2. She wiil invite me next week.

3. Ani and edy helped their mother yesterday.

4. She wrote a letter yesterday

5. She calls me

6. The wind will blow away the smoke.

7. The men are repairing the roof.

8. He will switch on the light

9. Somebody is following us.

10. He killed the dog.

11. I am not expecting her reply.

12. I am reading the magazine now

13. I buy a book today

14. The principal will hold the meeting tomorrow.

15. The doctor will give me a prescription next Sunday

APPENDIX VII

QUESTIONNAIRE

Keterangan

Daftar ini bertujuan untuk mengumpulkan data tentang sikap terhadap

pengaplikasian Jumble word games technique terhadap peningkatan passive voice

siswa. Untuk itu anda diharapkan memberikan jawaban dengan sejujur-jujurnya.

Kejujuran dan kebenaran penilaian penilaian anda merupakan sumbangan terbesar

dalam penelitian ini dan atas kerjasamanya diucapkan terimakasih.
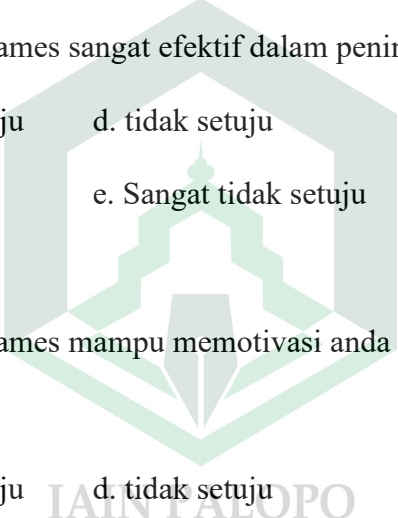
Petunjuk

1. Bacalah petunjuk kerja sebelum mengerjakan angket di bawah ini.

2. Pada setiap pertanyaan disediakan 5 kriteria yaitu sangat setuju,

   setuju,,netral,tidak setuju, dan sangat tidak setuju.

3. Berilah tanda check list pada setiap pilihan.

4. Terimakasih atas kkejujuran anda dalam mengeriakan angket ini.

IDENTITAS RESPONDEN

Nama   :

kelas   :

Semester   :

1. Bahasa inggris sangat penting untuk dipelajari.

    a. Sangat setuju   d. tidak setuju

    b. Setuju   e. Sangat tidak setuju

    c. netral

2. Grammar adalah hal terpenting dalam pembelajaran bahasa Inggris

    a. Sangat setuju   d. tidak setuju

    b. Setuju   e. Sangat tidak setuju

    c. netral

3. Jumble word games sangat efektif dalam peningkatan passive voise

    a. Sangat setuju   d. tidak setuju

    b. Setuju   e. Sangat tidak setuju

    c. Netral

4. Jumble word games mampu memotivasi anda dalam belajar bahasa Inggris.

    a. Sangat setuju   d. tidak setuju

    b. Setuju   e. Sangat tidak setuju

    c. Netral

5. Passive voice sangat erat hubungannya dengan kemampuan berbahasa Inggris.

    a. Sangat setuju   d. tidak setuju

    b. Setuju   e. Sangat tidak setuju

    c. Netral

6. Melalui Jumble word games anda dapat dengan mudah memahami passive voice.

    a. Sangat setuju   d. tidak setuju

    b. Setuju   e. Sangat tidak setuju

    c. Netral

7. Jumble word games lebih efektif dibandingkan dengan teckniq atau metode yang lainnya.

    a. Sangat setuju   d. tidak setuju

    b. Setuju   e. Sangat tidak setuju

    c. Netral

8. Siswa tidak bosan belajar passive voice dengan kegiatan jumble word games

    a. Sangat setuju   d. tidak setuju

    b. Setuju   e. Sangat tidak setuju

    c. Netral

9. Kemampuan siswa dalam menggunakan passive voice lebih meningkat dengan kegiatan jumble word games.

    a. Sangat setuju   d. tidak setuju

    b. Setuju   e. Sangat tidak setuju

    c. Netral

10. Belajar passive voice dengan jumble word games meningkatkan minat belajar siswa.

    a. Sangat setuju   d. tidak setuju

b. Setuju   e. Sangat tidak setuju

c. Netral

AUTOBIOGRPHY

Jusni was born on September 10th, 1990 in Bosso. Her father' name is Sardi and her mother's name is Jubayati. She started to go to school at elementary school number in 1996 and graduated 2002. Then she continued her study at SMPN 2 Lamasi in 2002 and graduated in 2006. She had ever unemployed for a year. and then she continued her study at SMAN Bosso in 2006 and graduated in 2009. After that she continued her study at STAIN Palopo in 2009 and tried to take English Study Program. She finished at STAIN Palopo in 2013.

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