

**IMPROVING STUDENTS' UNDERSTANDING OF PASSIVE VOICE BY
USING BLENDED LEARNING AT THE SECOND GRADE STUDENTS
OF SMPN 4 BIREM BAYEN**

SKRIPSI

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Tarbiyah and Teacher
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STATEMENT OF APPROVAL

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USING BLENDED LEARNING AT THE SECOND GRADE STUDENTS
OF SMPN 4 BIREM BAYEN**


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English Education Department

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BAYEN**

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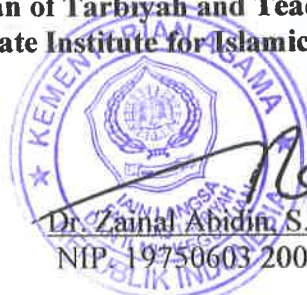
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SURAT PERNYATAAN

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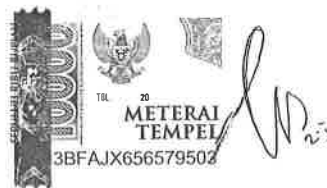
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Menyatakan pengetahuan saya, karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Langsa, 25 Oktober 2021
Yang Membuat Pernyataan



Reni Eranita
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DEDICATION

My beloved father, Suprayetno

My beloved mother, Sudarti

MOTTOS

**“YOUR TIME IS LIMITED, SO DON`T WASTE IT LIVING SOMEONE
ELSE`S LIFE”**

[Steve Jobs]

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Langsa, October 25th 2021

Reni Eranita
NIM. 1042017018

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ABSTRACT

Reni Eranita, 2022. Improving Students' Understanding of Passive Voice By Using Blended Learning At The Second Grade Students' Of SMP Negeri 4 Birem Bayeun

Supervisor (1) Shafrida Wati, MA **(2)** Fadhillah Wiandari, MS

This research aimed to find out whether the Blended Learning (BL) improve the students' understanding in learning passive voice of past tense. Blended learning provided the students in the two environment of learning; online and face to face. This research was investigated at SMP N 4 Birem Bayeun. The researcher employed quasi experimental study in Nonequivalent group design with quantitative approach. The population of this research was the second grade students of SMP N 4 Birem Bayeun. The total number of population was 86 students and the sample was 54 students. Writing test was the instrument of this research in gathering data. Result of the pretest showed that the students score was still low. The mean score of the students' pretest was 69.10 for experimental class and 66.53 for control class. After the students of the experimental class taught by using Blended Learning Method there was a significant improvement on the mean score in posttest that was 81.42, while for the control class who taught by using conventional method was 76.15. Result of the T-test showed that the p-output was 0.000 and t-value was 4.195. Since the p-output was lower than 0.05 level and t-value was higher than critical value of t-table (2.021). It can be stated Blended learning can improve students' understanding of passive voice at the second grade students of SMP N 4 Birem Bayeun. Based on the finding above, it can be concluded that students who taught by using Blended Learning method have better improvement in understanding passive voice. This method is suitable to be applied to improve the students' understanding of passive voice.

Keywords: *Understanding, Passive Voice, and Blended Learning*

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important media for communicating eachother. Language has significant rule in human interaction, to inform, express, catch the issue in our surrounding. In this world, for understanding the communicational purpose, English language becomes the International language which is used in various aspect, consist of, economics, politics, education etc. In the education field, language learning is crucial due to the improving the students ability in comprehending the foreign language. As an International language, English language is used in many educational book for general language in the world. In indonesia, the students study English language from elementary level up to the university.

As an international language, English language is widely used among many aspects in the world such as sciences, politics, religions, economics, educations, etc. In term of education, Indonesia stated that English as the first foreign language either in formal or informal institution. In formal educational institutions English is taught by students from elementary up to university level, in Elementary level, English is taught as a local-content subject. In Junior and Senior high school, English is taught as a compulsory subject, and in University level, English is taught as a complementary subject.

In English there are four major skills, namely listening, speaking, reading, and writing. According to Jeremy Harmer, Speaking and writing implicate

language production, so they are regarded as productive skills. On the other hand, listening and reading implicate receiving message, so they are regarded as receptive skills.¹ Reading and listening skills are classified into receptive skills, meanwhile writing and speaking skills are as productive skills. Furthermore, the language components (subskills) such as vocabulary, grammar, pronunciation, and spelling which are taught in an integrated way with the four basic language skills.

As a language components, grammar has many aspects that should be learned. In the second grade of junior high school, all the students should learn the simple past tense both in active and passive sentences in which it has been stated on the Standard of Competence – Standar Kompetensi (SK) and Basic Competence – *Kompetensi Dasar* (KD) in School-Based Curriculum – *Kurikulum Tingkat Satuan Pendidikan* (KTSP).²

After discussing and observing the researcher found some phenomena such as : first, the students lack of knowledge about passive sentence of past tense, some of them still unable to construct the sentence well. Second, the students are confuse to distinguish between active and passive pattern of Simple Past Tense, consists of : the use of tobe (was, were, are, is, etc), then the use of subject and pronoun in passive pattern, also the use of the past participle (V3). Third, students is low motivation to study English because of the method of teaching is not various so that the students are bored.

¹Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1989), 199.

²Pusat Kurikulum, *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan Mts*,(Jakarta: Balitbang Depdiknas, 2003), 17.

One of the innovative teaching method is Blended learning which is provide the students in the two environment of learning are supported by web based method. According Nakayama, Mutsuura and Yamamoto, blended learning, which consists of face-to-face sessions and learning materials that are supported by information communication technologies (ICT).³ So the learning can conduct offline and online. Additionally, blended learning has varios ingredients which are the combination of e-learning and face to face learning. Tshabalala, Ndeya-Ndereya and Van Der Merwe explain that the mixture of traditional delivery including: lectures, class discussions, apprenticeships and experiential learning, together with e-learning methods, which accommodate various learning needs of a diverse audience in a variety of subjects.⁴ Moreover, in online session the students are able to upload and download variety of activities in a well-organised way.

To overcome the pandemic protocol in kota Langsa, the teacher suggested blended learning were appropriate method for solving the problem of passive sentence of past tense. Due to maximalizing the teaching learning process in the combination of two learning environments such as : face to face learning and online learning flexibly. The advantages of blended learning which can improve the students' understanding consists of : enhancing the teaching learning interaction, cost-effectiveness for both learners and the institution, reduce the students' boredom and enhace the students' motivation because the blended

³Masatoshi Nakayama et al., "Student's reflections on their learning and note-taking activities in a blended learning course,"*Electronic Journal of e-Learning*, Vol.14, no.1, 2016, 43.

⁴Manto Tshabalala et al., "Implementing Blended Learning At A Developing University : Obstacles In The Way,"*Electronic Journal of e-Learning*, vol.12, no.1, 2014, 102–103.

learning conducted in offline and online learning, courses available for distance learner, and the teacher delivering online learning material easily. Some of the disadvantages may include internet data, internet connection, and lack of knowledge in using technology.

In conclusion, based on those discussion above, the researcher look for the alternative solution for the problem that have faced the second grade students of SMPN 4 Birem Bayen to understand passive voice by using Blended learning in acquiring the Minimal Mastery Criterion level – Kriteria Ketuntasan Minimum (KKM) of school target. Regarding to the phenomenons, it inspire to the researcher to conduct a research entitled “*Improving Students` Understanding of Passive voice by Using Blended Learning at The Second Grade Students of SMPN 4 Birem Bayen*”

B. Research Question

Based on the background above, the problem of the research formulated in the following question Does the Blendid Learning (BL) improve the students’ understanding in learning passive voice of past tense?

C. Objective of the Study

The objective of this study is to find out whether the Blendid Learning (BL) improve the students’ understanding in learning passive voice of past tense or not.

D. Scope of the Study

The researcher limited this study on improving the students' understanding of passive voice in past tense by using blended learning at the second grade students' of SMPN 4 Birem Bayeun.. The researcher used WhatsApp as the media for the experimental class who taught by using blended learning (BL). This study used quantitative research method. The researcher choose the sample by using simple random sampling in lottery technique.

E. Significance of the Study

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research such as :

1. In theoretically, the results of this research are expected to be useful for readers, to enrich their insights into English learning theory. The results of this research are also expected to be useful for researchers for further studies.
2. In practically, the benefits that can be obtained from this study are divided into three such as : for teachers, for students, and for researchers.
3. For the English teacher, this study is to improve the students' understanding of passive voice in teaching by using blended learning.

4. For the students, significances of this study is expected to improve the students understanding of passive voice by using blended learning.
5. For theresearcher, this study is expected to increase knowledge about the use of Blanded Learning in understanding passive voice.

F. Terminology

To have some interpretation of these key terms, here the researcher provided the meaning below :

1. According to Marcella Frank, “passive voice is the same action is referred to indirectly : that is, the original receiver” of the action is the grammatical subject, and the original ‘doer’ of the action is the grammatical object of the preposition by.
2. According to Staker and Horn on article of Kseniya Volchenkova, Blanded learnng is a fomal education program in which a students learn at least in part through in online delivery of content and interaction with some elements of student control over time, place, path,and pace at least in part at a supervised brick-and-mortar location away from home.⁵

G. Research Hypothesis

Ho : Blended learning can not improve students` understanding of passive

⁵ A. Bryan and K.N Volchenkova,“Blended Learning: Definition, Models, Implications for Higher Education,”*Bulletin of the South Ural State University, Ser.Education, Educational Sciences*.vol.8, no.2, January 2016, 24–30.

voice at the second grade students of SMP N 4 Birem Bayeun.

Ha : Blended learning can improve students` understanding of passive voice at the second grade students of SMP N 4 Birem Bayeun.

CHAPTER IV

RESEARCH FINDING DISCUSSION

A. Description of Data

In this chapter presents findings in the field and identifies the difference between applying Blended Learning and non Blended Learning method in teaching passive voice to the students at the second grade of SMPN 4 Birem Bayeun in the academic year of 2021/2022. This research was conducted from December to January 2022. The researcher conducted one meeting for pretest, four meetings for treatment, and one meeting for posttest. In this study, quantitative method was used to measure the t-test formula applied to calculate the pretest and posttest results from the experimental and control class.

This section defines and analyses tests before and after treatment. Pretest and posttest were given to students in the experimental class and the control class. Pretests were given to students before the treatment was carried out, and posttests were given at the end of the treatment.

B. The Result of Pretest and Posttest of Experimental Class

In this study, the experimental class was the students of VII.1. The researcher took 28 students as the sample of the experimental class. In the experimental class, students were given treatments by teaching passive voice by using

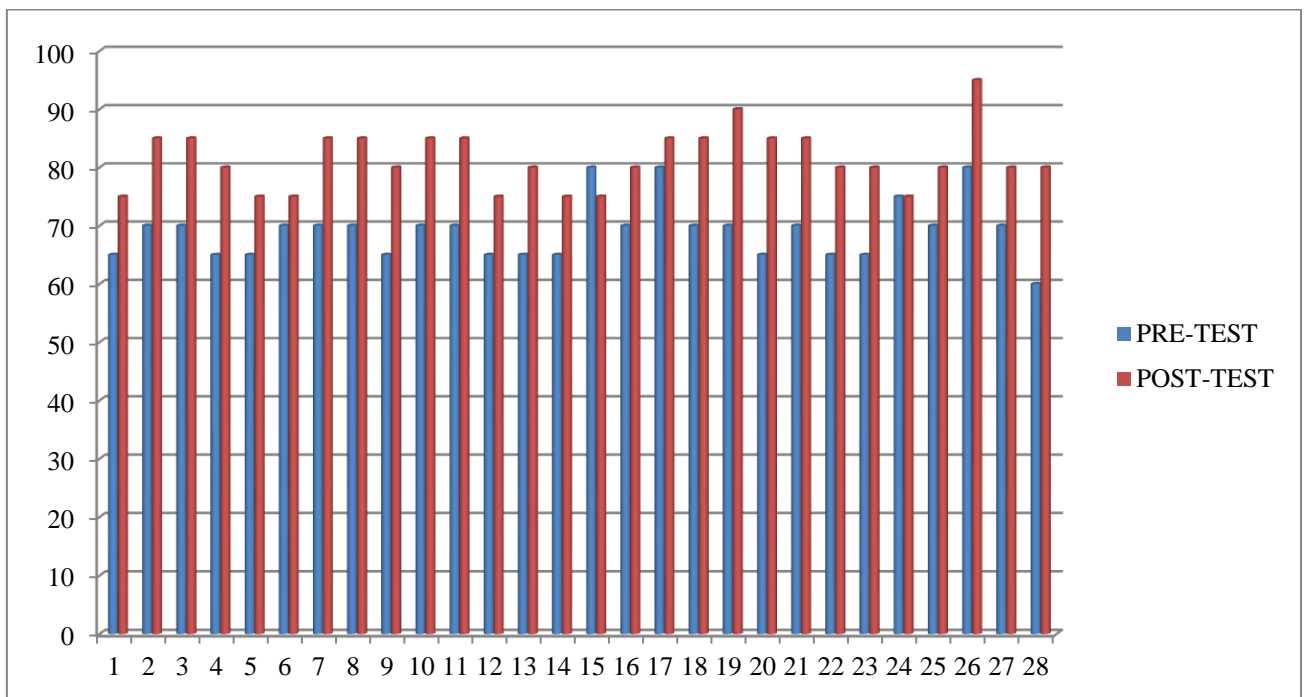
The blended learning method. The main data of the experimental class were collected from pretest and posttest.

Pretest was conducted on Tuesday, December 28th 2021. The pretest in experimental class was given at the first meeting, while the posttest was given at the last meeting. The researcher asked the student to answer the multiple choice and essay that consist of 40 questions but it is divided into 2 parts. 20 questions for the pretest and 20 questions more for the posttest. The pretest was conducted to determine the students' understanding of passive voice.

After the researcher gave treatments by teaching them using the blended learning method, the researcher conducted posttest to find out whether there was an improvement on the students' understanding of passive voice or not. The posttest was administered on Thursday, January 6th 2022. The students were also asked to answer the reading test, there are 20 questions. So, the result improvement of the students' pretest and posttest score were presented in the chart as follows:

Figure 4.1

Chart of Pretest and Posttest of Experimental Class



C. The Result of Pretest and Posttest of Control Class

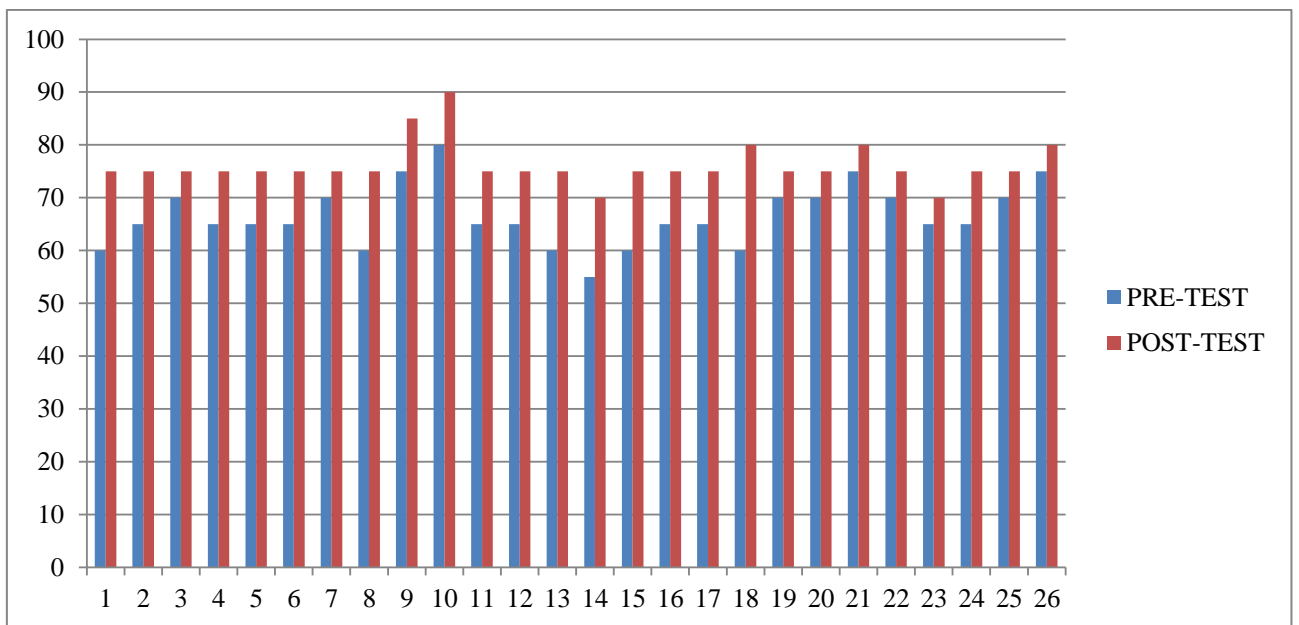
The data was collected from VII.2 as the control class that consisted of 26 students. The pretest was administered before the conventional method was taught in control class.

Pretest was conducted on Wednesday, December 29th 2021. The pretest in control class was also given on the first meeting. Pretest was conducted by the researcher as the replacement of the English teacher. The researcher asked the students to answer the reading test that consist of 40 questions and it is also divided into 2 section. 20 questions for the pretest and 20 questions else for posttest in the last meeting. The pretest was conducted to determine the students' understanding of passive voice.

After the researcher taught the students using conventional teaching method, the posttest was administered. It was aimed to be compared to the posttest score of the control class. The posttest was conducted on Friday, January 7th 2021. The researcher got the result improvement of students from pretest and posttest scores presented in the chart as follows :

Figure 4.2

Chart of Pretest and Posttest of Control Class



D. Data Analysis of The Experimental Class and Control Class

After conducting pretest and posttest to the experimental and control classes, the researcher got the result of pretest and posttest scores that can be seen in the table below :

Table 4.1

Pretest and Posttest Score

CLASS	PRETEST-MEAN	POSTTEST-MEAN	DIFFERENCE MEAN
EXPERIMENTAL	69.10	81.42	12.32
CONTROL	66.53	76.15	9,62

From the table 4.1 above, it can be seen that there was progress of the students' understanding of passive voice. In pretest of the experimental class, the total score of means of the students was 69.10. It showed that the students' understanding of passive voice was still low. Therefore, the researcher taught the students through Blended Learnig Method as the treatment for experimental class to enhance the students' understanding of passive voice. While in posttest, the total score of means of the students was 81.42.

The score of the posttest compared with the pretest shows that the students' score increase significantly after they got the treatments. The significant increase of the students' score also showed that the blended learning method improved the students' understanding of passive voice. The total score of the students' improvement was 12.32%.

Futhermore, In pretest of the control class, the means of the students' total score was 66.53. The students of control class has the same level of understanding of passive voice as the students of experimental class. But, the researcher did not teach control class through blended learning method. They were taught by using conventional teaching method which is usually used by the teacher. Meanwhile, the means posttest of the students' total score was 76.15.

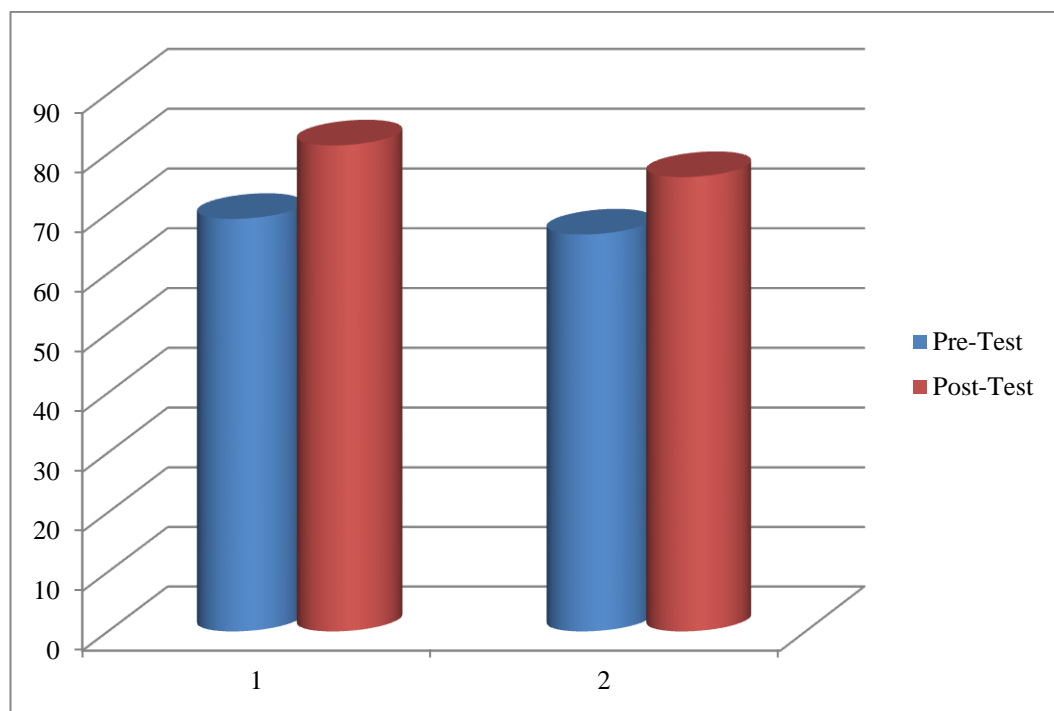
The posttest score, compared with the pretest, showed that the students' scores increase. The total score of the students' improvement was 9.62%. The

increase of the students` score means that there was also improvement of students` understanding of passive voice at control class.

The improvement in pretest and posttest of the students` undstanding of passive voice at experimental class and control class can be seen in the charts below :

Figure 4.3

Chart of Pretest and Posttest



It could be seen from the chart which number 1 as the experimental class and number 2 as the control class. From the result of pretest and posttest scores of experimental class that the posttest score was higher than pretest, it means that the score was improve and the blended learning method was declared successful in increasing students` understanding of passive voice. Besides that, the result of the

pretest and the posttest score of control class there was also improvement in the posttest score that taught by using conventional method.

However, it can be seen that the posttest score of the experimental class was much more higher than the control class. It means that the blended method was much more successful in increasing students' understanding of passive voice.

E. Normality Test

In analyzing the normality test of posttest score in the experimental and control class, Shapiro-Wilk test sample was used because each class less than 50 sample. The total sample of experimental class only 28 students' and 26 for control class. The result to calculate the normality test such as below :

Table 4.2
Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	,526	28	,025	,197	28	,048
Control Class	,524	26	,020	,195	26	,037

a. Lilliefors Significance Correction

Based on table 4.4 above, data of the posttest of the experimental class in the Shapiro-Wilk column was written with a significance of 0.048, then data of the posttest of control class in the Shapiro-Wilk column is written with a significance 0.37. The basis for making decision in the first Shapiro-Wilk normality test, if the significance value is > 0.05 , the data is normally distributed,

then the second is if the significance value is < 0.05 , the data was not normally distributed. The data obtained on the experimental and control class shown in table 4.14 above, it can be seen that the experimental and control class have a significance value more than 0.05. It showed that the data of the experimental and control class are normally distributed the requirements of the normality test.

F. Homogeneity Test

Homogeneity test was used to measure the scores obtained whether it was homogeneous or not. In measuring homogeneity test, Levene Statistics found in SPSS is used. The homogeneity test is used to measure students' posttest score in experimental and control class. The result of the homogeneity test of posttest in experimental and control class can be seen in the table below :

Table 4.3

Homogeneity Test

Test of Homogeneity of Variances

Hasil Belajar

Levene Statistic	df1	df2	Sig.
3,505	1	52	,067

Based on the result of analyzing the data of posttest in experimental and control class, it was found that the p-output was 0.067, it means that the students' posttest in experimental and control class was homogen because p-output was higher than 0.05.

G. Data Analysis of Hypothesis Test

Data analysis aims to prove the research that Blended Learning can improve students' understanding of passive voice. T-test in this research was used to determine differences between class who were taught by using Blended Learning (experimental class) and class who were taught without using Blended Learning (control class). T-test calculations in this research were carried out with the help of SPSS 22.0 using *independent sample t-test*. SPSS 22.0 is used for testing the coefficient on this *independent sample t-test*.

Table 4.4

The Result of Hypothesis Test

Class Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	Experimental	28	81,4286	5,06571	,95733
	Control	26	76,1538	4,07620	,79941

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Hasil	3,505	,067	Equal variances assumed	4,195	52	,000	5,27473	1,25732	2,75172	7,79773
Equal variances not assumed			4,229	51,001	,000	5,27473	1,24721	2,77085	7,77860	

The hypothesis (allegation) that the researcher proposed was H_0 : Blended learning can not improve students` understanding of passive voice at the second grade students of SMP N 4 Birem Bayeun and H_a : Blended learning can improve students` understanding of passive voice at the second grade students of SMP N 4 Birem Bayeun.

The basis of making decision was the first if the significance value or Sig. (2 - tailed) was greater than 0.05 then H_0 was accepted and H_a was rejected, the second if the significance value or Sig. (2 - tailed) was less than 0.05, H_0 was rejected and H_a was accepted.⁴²

From the table analysis, it was found that the p-output was 0.000 and t-value was 4.195. Since the p-output was lower than 0.05 level and t-value was higher than critical value of t-table (2.021). It can be stated Blended learning can improve stuent`s understanding of passive voice at the second grade students of SMP N 4 Birem Bayeun.

H. Discussion

The results of research conducted at SMP N 4 Birem Bayeun showed that the total number of students in class VIII was 86 students. The total sample in this research was 54 samples. The sample was divided into two classes 28 students were experimental class samples and 26 students were control class samples. The purpose of this study was to improve students` understanding of passive voice by using Blended Learning . The initial test results of pretest of the experimental

⁴²<https://www.advernesia.com/blog/spss/cara-uji-t-test-independent-dengan-spss-dan-contohnya/>

class and the control class showed that there were only 2,57% significance differences in understanding of passive voice between the two classes.

Students in the experimental class participated in understanding of passive voice by using Blended Learning Method through the WhatsApp application. In this way, learning is done almost entirely online and do face-to-face for certain interests, makesure of the understanding and giving feedback. In this research, the researcher guided students by giving treatment through the WhatsApp group and helping students by giving some interesting material from youtube and giving some taks to develop the students` understanding of passive voice. Then students and researcher also conducted discussios related to passive voice and students were free to participate in discussions. The results showed that there was improvement of students` understanding of passive voice in the experimental class after being treated with Blended Learning in WhatsApp. In the experimental class, the average score on Pretest test was 69.10and the average score of Posttest test was 81.42 . This means that the average value of the initial test and the final test in the experimental class increased by 12.32. Thus, it can be seen that there was a significant increase in the average scores of passive voice tests between before and after being treated in the experimental class. Students in the control class were students who learn passive voice without Blended Learning. The average score of the control class at the beginning of the pretest was66.53and an average score of the posttest was76.15. It means an improvement in the average value of the pretest and posttest in the control class9.62. It shows that there was also a little

significant improvement in the mean scores of passive voice tests in the control class.

The researcher used t-test to test normality to determine whether the distribution of the data from the result of the research was normal or not and hypothesis to know the significant difference of the experimental and control class. Before the homogeneity and hypothesis are tested, the researcher did normality test. The result of the data of experimental class was 0.048, then data control was 0.037. The basis for making decision is if the significance value was > 0.05 . It can be seen that the experimental and control class have a significance value more than 0.05. It showed that the data of the experimental and control class are normally distributed the requirements of the normality test was normal. Then the researcher also did homogeneity test to measure the scores obtained whether it was homogeneous or not. It was found that the p-output was 0.067, it means that the students' posttest in experimental and control class was homogen because p-output was higher than 0.05.

The final test scores were passive voice test of the experimental and the control class was then calculated using the t-test formula. Because the value of P (sig.) = $0.000 < 0.05$. It means that H_0 was rejected, so it can be concluded that the average value of the posttest of the experimental class students and the control class students are not the same (different). Based on the result that there were significant differences in posttest scores between experimental class students and control class students, it can be concluded that Blended learning can improve

students` understanding of passive voice at the second grade students of SMP N 4 Birem Bayeun.

The results of this study in the experimental class showed that Blended Learning has proven to be beneficial in improving students` understanding of passive voice. Understanding within this study indicate students` ability in mastering passive voice. According to Widiaworo (2017: 81) that "Understanding is the ability to connect or associate information learned into a complete "picture" in our brain".⁴³ Can also It is said that understanding is the ability to connect or associate other information already stored in the data base in our brain before. Students are considered to have understood something if students can see from various sides and are able to associate knowledge that has been obtained with the new knowledge. As stated by Sudijono (2011: 50) that "Understanding" (Comprehension) is a person's ability to understand or understand something and after that it is known and remembered".⁴⁴ Based on the statement above, it is clear that there are significant differences in students` understanding of passive voice between class who learn by using Blended Learning Method and class who take learning without using the Blended Learning Method. The difference can be seen from the increase in the approval of the average value between the experimental class and the control class.

⁴³Erwin Widiaworo, *Strategi dan Metode Mengajar Siswa di Luar Kelas*, (Yogyakarta: Ar-ruzz Media, 2017), 81.

⁴⁴Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Pers, 2011), 50.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research that was carried out at SMP N 4 Birem Bayeun in the academic year of 2021/2022, the researcher might draw a conclusion as follow: In the previous chapter, researcher has analyzed the data statistically. Based on statistical analysis, there was a significant improvement of students` understanding of passive voiceby using the Blended Learning Method. This research was conducted in quasi experimental research in second grade students of SMP N 4 Birem Bayeun in academic year of 2021/2022. The results of the research showed that there was an improvement in understanding passive voice in the experimental class after being treated with Blended Learning through WhatsApp application.

B. Suggestions

From the findings presented earlier in chapter four, there were some suggestions that can be taken. The first, Blended Learning method is used as an alternative for teachers in learning passive voice, so that it can help or facilitate students in preparing and understanding passive voice. Thus, it is hoped that the Blended Learning method can help to improve student learning outcomes. The second, further research needs to be done on learning to write descriptive with a Blended Learning method to broader objects.