

**THE USE OF QUIZ TEAM TECHNIQUE TO IMPROVE STUDENTS'
UNDERSTANDING ON PASSIVE VOICE AT SMK NEGERI 5 LANGSA**

THESIS

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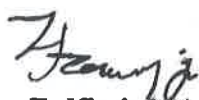
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Langsa, 20 Juli 2018

The writer

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ABSTRACT

Safrina, (2018) The use of Quiz Team Technique to Improve Students' Understanding on Passive Voice (Experimental Design at the 11th Grade Students of SMK Negeri 5 Langsa).

This study is based on students' low participation and understanding on grammar especially in passive voice. The researcher used quiz team technique because it can make the learning process fun and non-threatening ways. The quiz competition helps to develop the students' responsibility in mastering the materials individually and grouply. The problem of this research can be stated as follows: 1). How is the implementation of quiz team technique to improve students' understanding on passive voice after being taught by quiz team technique? 2). How is the improvement of students' understanding on passive voice after being taught by quiz team technique?. Its purposes are: 1). To describe the implementation of quiz team technique to improve students' understanding on passive voice. 2). To explain the improvement of students' understanding on passive voice after being taught by quiz team technique. This study is an experimental research. Experimental research is one of the types of quantitative research design. The writer used test items in order to get the empirical and required. Statistical analysis is used to analyze the data about the improvement of students' understanding on passive voice. The result from the teaching process found that after the students were given the treatment by the teacher, students were found to more focus on the material taught. It is proven when Quiz team technique was applied and introduced, the students were enthusiastic and interested in the learning process. The students were motivated and interested seriously in learning. Furthermore, the result of this study reveals that the students' understanding on passive voice increased when the Quiz team technique is applied in the classroom. The reason for this is that the technique enabled students to progress at their own pace and provided them with the opportunity to extend their ideas in English subject. This finding is also supported that teaching passive voice with Quiz team technique is build confidence of the students. In other words, the Quiz team technique is improved the students' understanding on passive voice in English subject.

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CHAPTER I

INTRODUCTION

A. Foundation of study

There are a lot of comes about because of impacting the world quickly. As the world is getting an ever increasing number of open individuals' requirements increment, individuals' collaborating with others from various nations is inescapable. In addition, the redesigns of economy as well as that of science and headway force individuals to participate and correspond with each other.

In the mean time, in connecting with others, individuals need to convey; and in doing as such, they need a medium. It is by and large conceded that language is a method for correspondence. It is through language that we can talk with others in our reality. Through language, individuals can convey their contemplations, wishes, thought, and needs. Most exercises affecting more than one individual require a language. Hence, language assumes a critical part in our life.

In any case, issues seem while individuals coming from various nations with various circumstances, societies and foundations meet and communicate in various dialects. At the point when they need to impart and coordinate, they are defied with an issue; they don't see one another. Subsequently, they need to dominate a specific language with which they can see one another.

For this situation, they need to dominate a worldwide language. English is one of the global dialects that is broadly utilized on the planet. English has been utilized by many individuals from various nations. The vast majority of non-close

by speakers utilize English to fan out relationship with others coming from various nations. Harmer states:

“Although English isn't the language with the biggest number of local or 'first' language speakers, it has turned into a most widely used language. A most widely used language is characterized as a language broadly took on for correspondence between two speakers whose local dialects are not the same as one another's and where one or the two speakers are involving it as a 'second' language”¹

In Indonesia, English plays a vital part in mechanical and logical advances; instruments, for example, PC and web utilize English. In the mean time, a ton of course readings, papers and magazines are imprinted in English. English is likewise utilized for the purpose of correspondence inside worldwide exchange and business. Thusly, individuals who need to approach them ought to dominate English well. Showing English as unknown dialect is presented in educational program of Indonesian school. It is shown in kindergarten, primary school, middle school, senior secondary school and college. Understudies need to learn English since it plays significant part and as legislatures generally further develops training to be equivalent level with the word instruction standard, for example, risking the educational program and presenting new methodologies (techniques) for educating to the English instructor.

Sentence structure is one significant part to concentrate on English; syntactic capability is worried about informative skill. The challenges of learning

English are essentially brought about by the syntactic frameworks which are not the same as Indonesia language. For this situation the scientist needs to stress showing educational experience on language structure particularly on detached voice. One of the linguistic designs in English is detached voice. It is instructed at Senior Secondary School. This material is vital to known by understudies or student who concentrating on English. Assuming individuals maintain that their words should appear to be unoriginal, backhanded, and reserved, detached is the decision. Numerous understudies feel that learning of inactive voice is difficult. They are still confious to know the use of a few differential designs on tenses. As the issue of the understudies are occurred by 11th grade of SMK Negeri 5 Langsa. In this way, the scientist needs to take care of that issue with doing an examination utilizing homeroom activity research.

Test group procedure is utilized as strategy in training latent to make class air enjoyable to make these materials more important and justifiable by understudies. This strategy or way builds the understudies' responsibility for what they are realizing fun and no compromising way.²

In view of the foundation over, the essayist is intrigued to direct an exploration entitled **“The use of quiz team technique to improve students’ understanding on passive voice”**.

B. "Research Question

1. How is the execution of test group procedure to work on understudies' figuring out on inactive voice?

.

2. How is the improvement of understudies' comprehension on latent voice subsequent to being educated by test group method?

C. Reason for Study

1. To portray execution of utilizing test group strategy to work on understudies' grasping on inactive voice.
2. To make sense of the improvement of understudies' comprehension on latent voice in the wake of being educated by test group strategy.

D. Extension and Meaning of Study

Scope: is restricted depict the critical influence the utilization of test group strategy to further develop understudies' grasping on detached voiceEleventh grade students SMK Negeri 5 Langsa

1. Theoretically
 - a. As a logical report or upheld material on the work to build the administration and improvement of showing educational experience so that rising understudies figuring out about uninvolved voice.
 - b. As a survey for the following specialist
2. Practically
 - a. For educator
 - 1) As a reference to propel educator to do an exploration to further develop showing educational experience in class.
 - b. For understudies

- 1) Understudies perception about withdrew voice will be expanded.
- 2) To change the helping learning circumstance to be enchanting and no compromising way.
- 3) To assist understudies with understanding about uninvolved without any problem.

c. For school

Give commitment on the work of progress helping growing experience in language to further develop understudies seeing particularly on uninvolved voice.

E. Theoretical Frameworks

1. Test group strategy

Test group is sorts of dynamic realizing which created by Mel Silberman. In this model of learning, the understudies are distributed into three get-togethers. Each group examine, give guidance, posing and giving inquiry about the material to one another which will be introduced.³ Every understudies in the group answer for setting up a short noting test and others group really take a look at their notes. Then, at that point, the scholastics' opposition is begun.

2. Improve

As indicated by Webster's Word reference improve is to bring into a really engaging or electrifying condition.⁴

Improve is to improve; to expand the worth or great characteristics of something.⁵ As indicated by oxford word reference, improve is become or improve something, to increment great characteristics.⁶

Understanding is a mental cycle connected with a theoretical or actual article, like an individual, circumstance, or message where by one can consider it and use ideas to manage that article.⁷

3. Understanding

Mental course of individuals who fathoms, perception, individual translation.⁸

4. Passive voice

The passive voice The dormant voice is an etymological turn of events (a "voice") in which the subject of a sentence or arrangement connotes the component going through an action or having its state changed. In the English language, the English is an etymological turn of events (a "voice") in which the subject of a sentence or arrangement connotes the component going through a movement or having its state changed. In the English language, the English.

subtracted from the length of class.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

To consider research finding, the author gathered information were gotten through test. The tests were pre-test and post-test. It was viewed that as the understudies' grasping on detached voice after Quiz team technique implemented as the teaching strategy in English subject.

1. Data Presentation

The consequence of pre-test and post-trial of exploratory gathering and control bunch were joined in the reference section I and II.

Table 1.3. The Crude Scores of Exploratory Gathering

No	Understudies	Score	
		Pre-test	Post-trial
1	Understudies 1	80	90
2	Understudies 2	75	90
3	Understudies 3	75	85
4	Understudies 4	75	85
5	Understudies 5	70	85
6	Understudies 6	70	85
7	Understudies 7	70	80
8	Understudies 8	70	80
9	Understudies 9	70	80
10	Understudies 10	70	80
11	Understudies 11	65	80
12	Understudies 12	65	80
13	Understudies 13	65	75
14	Understudies 14	65	75
15	Understudies 15	65	75
16	Understudies 16	65	75

17	Understudies 17	65	75
18	Understudies 18	60	75
19	Understudies 19	60	75
20	Understudies 20	60	70
21	Understudies 21	60	70
22	Understudies 22	60	70

In view of the table above, there are 22 understudies in the exploratory gathering consider the two tests about showing detached voice through Test group method. The information from the test uncovers that the understudies' scores in the pre-test are a few spot in the extent of 60 and 80 with negligible score of 60 scored by five understudies. The understudies got 65 and there are six understudies who score 70. The three understudies score 75. Basically a single understudy scores of 80 (the most raised score) in the pre-test in the primer class.

In the post-test, after Test bunch strategy is applied in showing disengaged voice, the scores are some place in the scope of 70 and 90. The least score is obtained by three students. There are seven students who score 75, six students get 80, four studnets' score 85. Two students' score 90 (the most imperative score).

Table 1.4. The Crude Scores of Exploratory Gathering

No	Students	Score	
		Pre-test	Post-trial
1	Understudies 1	70	80
2	Understudies 2	70	80
3	Understudies 3	70	80
4	Understudies 4	70	75
5	Understudies 5	65	75
6	Understudies 6	65	75
7	Understudies 7	65	75
8	Understudies 8	65	75
9	Understudies 9	65	75

10	Understudies 10	65	70
11	Understudies 11	65	70
12	Understudies 12	60	70
13	Understudies 13	60	70
14	Understudies 14	60	70
15	Understudies 15	60	65
16	Understudies 16	60	65
17	Understudies 17	55	65
18	Understudies 18	55	65
19	Understudies 19	55	65
20	Understudies 20	55	60
21	Understudies 21	50	60
22	Understudies 22	50	60

In view of the table over, the benchmark group is likewise comprised of 22 understudies and given a similar point by applying direct technique. The information from the test uncovers that the understudies' scores in the pre-test are some spot in the extent of 50 and 70 with the most diminished score of 50 scored by two understudies. The understudies got 55 and there are five understudies who scores 60, seven understudies score 65 and four understudies scores of 70 (the most raised score) in pre-test in the control class.

In control pack, the creator is given the test with a comparative material. After the appearance uninvolved voice by using direct system, the scores are some place in the scope of 60 and 80. The most diminished score is gotten by three students. There are five students who score 65, five students get 70, six students' score 75.~Three students' scores of 80 (the most raised score).

2. Information Examination

The unrefined scores above for the two social affairs would be set up in repeat scattering. To organize the scores in the recurrence appropriation tables, it was important to figure out the scope of information (R), stretch class (I), and class of information (K). Hasan states that-the extent of data can be gotten. by applying the going with condition.²⁹

Where:

R : Alludes to the scope of scores of information

H, : Alludes to the most elevated scores

Ls : Alludes to the most reduced scores

To decide the gathering recurrence circulation of an experimental outcome, it was expected to count a span class right off the bat by using the recipe:

$$i = -\frac{R}{k}$$

k : was how much the span class not entirely settled as $k = 1 + 3.3 \log n$

The Mean and Standard Deviation of the Pre-Test Being investigated Assembling

To choose the mean and standard deviation of the pre-test on experimental gathering. The most noteworthy score of the pre-test on EG (Exploratory Get-together) was 75 and the least was 60. Along these lines, the range was $75 - 60 = 15$. In this manner, the class of data was:

$$k = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 22$$

$$= 1 + 3.3 (1.34)$$

$$= 1 + 4.42$$

$$= 5.42$$

$$k=4$$

In view of the outcome that the class of information is 4 by utilizing the equation $k = 1 +$

$$3.3 \log n$$

o. interval (I) :

$$i = \frac{R}{k}$$

$$i = \frac{20}{4}$$

$$i = 5$$

To decide stretch class, the author utilized $i = \frac{R}{k}$ as the equation.

Accordingly, in light of the outcome that stretch class is 5 by utilizing the equation above

Table 1.5. Bunch Recurrence Conveyance of the Scores of Pre-Test on the Trial Gathering

Scores	F	x	x^2	Fx	Jx^2
71-75	4	75	5625	300	90000
66-70	6	70	4900	420	176400
61-65	7	65	4225	455	207025
56-60	5	60	3600	300	90000
I	22	270	18350	1475	563425

Where:

f : Frequency

x : Mid point

$$\bar{x} = \frac{\sum fx}{\sum f}$$

$$x = \frac{1475}{22}$$

$$s = 67.04$$

In light of the outcome above, Recurrence Appropriation of. t the Scores of Pre-

Test on the Preliminary Social affair is 67.04.

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{563425}{22} - \left(\frac{1475}{22}\right)^2}$$

$$S = \sqrt{25610.2 - 4494.3}$$

$$S = \sqrt{2114.5}$$

$$S = 45.98$$

In light of the outcome that standard deviation by utilizing the equation is 45.98 in the Exploratory Gathering.

1) The Mean and the Standard Deviation of the Post-Test on Trial Gathering

Utilizing similar technique, the measurements for the post-trial of EG were:

$R = 90 - 70 = 20$, and k was 4. So, Interval (I):

$$i = \frac{R}{k}$$

$$i = \frac{20}{4}$$

$$i = 5$$

In light of the outcome by utilizing similar methodology, the measurements for the post-trial of stretch class is 5.

Table 1.6. Bunch Recurrence Appropriation of the Scores of Post-Test on Exploratory Gathering

Scores	<i>F</i>	<i>x</i>	<i>X</i> ²	<i>Fx</i>	<i>Fx</i> ²
86-90	2	90	8100	180	32400
81-85	4	85	7225	340	115600
76-80	6	80	6400	480	230400
71-75	7	75	5625	525	275625
66-70	3	70	4900	210	44100
	22	400	32250	1735	698125

$$\bar{x} = \frac{\sum fx}{\sum f}$$

$$\bar{x} = \frac{1735}{22}$$

$$\bar{x} = 78.86$$

Taking into account the recurrent development of the scores of post-test on exploratory get-together is 78.86. It is higher than pre-test being explored group.

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{698125}{22} - \left(\frac{1735}{22}\right)^2}$$

$$S = \sqrt{31732.9 - 6218.8}$$

$$S = \sqrt{2551.4}$$

$$S = 50.51$$

Taking into account the outcome that standard deviation of post-test by utilizing the recipe is 50.51 on the Exploratory Gathering.

2) The Mean and the Standard Deviation of the Pre-Test on Control Social event. The strategies above were likewise utilized in the accompanying calculations. The factual aftereffect of the Benchmark Group (CG) was $R \sim 70 - 50 = 20$.

Accordingly, class of information (K) was 4. Thus, stretch (I)

$$i = \frac{R}{k}$$

$$i = \frac{20}{4}$$

$$i = 5$$

In view of the outcome that span class of the pre-trial of control bunch is 5 by utilizing a similar strategy of measurement.

Table 1.7. Bunch Recurrence Dissemination of the Scores of Pre-Test on the Benchmark Group

Scores	<i>F</i>	<i>X</i>	<i>X</i> ²	<i>Fx</i>	<i>Fx</i> ²
I 66-70	4	70	4900	280	78400
I 61-65	7	65	4225	455	207025
I 56-60	5	60	3600	300	90000
I 51-55	4	55	3025	220	48400
I 46-50	2	50	2500	100	10000
	22	300	18250	1355	433825

$$\bar{x} = \frac{\sum fx}{\sum f}$$

$$\bar{x} = \frac{1355}{22}$$

$$\bar{x} = 61.59$$

Taking into account the outcome that recurrent dispersing of the score is 61,59 of pre-test on the benchmark bunch.

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{433825}{22} - \left(\frac{1355}{22}\right)^2}$$

$$S = \sqrt{19179.3 - 3793.3}$$

$$S = \sqrt{1538.6}$$

$$S = 39.22$$

Taking into account the outcome that recurrent dispersing of the score is 39.22

The Mean and Standard Deviation of the Post-Test on Control Social event.

The most raised score of the post-test on Control Social affair (CG) was 80 and the least was 60. Thus, the range was $80 - 60 = 20$, and $k = 4$. Hence, stretch (I)

$$i = \frac{R}{k}$$

$$i = \frac{20}{4}$$

$$i = 5$$

Taking into account the outcome that length class of the post-test on control pack is 5.

Table 1.8. Bunch Recurrence Conveyance of the Scores of Post-Test on the Benchmark Group

Scores	<i>F</i>	<i>x</i>	<i>X</i> ² .	<i>Fx</i>	<i>fx</i> ²
76-80	3	80	6400	240	57600
71-75	6	75	5625	450	202500
66-70	5	70	4900	350	122500
61-65	5	65	4225	325	105625
56-60	3	60	3600	180	32400
	22	350	24750	1545	520625

$$\bar{x} = \frac{\sum fx}{\sum f}$$

$$\bar{x} = \frac{1545}{22}$$

$$\bar{x} = 70.22$$

In light of the outcome that recurrence dissemination of the score is 70.22 of post-test on the benchmark group.

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{520625}{22} - \left(\frac{1545}{22}\right)^2}$$

$$S = \sqrt{23664.7 - 4930.8}$$

$$S = \sqrt{1873.3}$$

$$S = 43.28$$

In view of the outcome over that standard deviation of post-test on control bunch is 43.28.

3) T-Score (Hypothesis Testing) T-Score (Theory Testing)

In the accompanying area, the author might want to introduce the trial of importance between the various method for the consequences of two gatherings, Experimental Group (EG) and Control Group (CG), they are;

a) Pre-Trial of Exploratory Gathering and Control Gathering

The pre-trial of two gatherings planned to quantify the understudies' accomplishment prior to regulating the analysis. The examination of them was intended to see the degree of accomplishment of the understudy on the two gatherings.

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} = \frac{(22-1)50.51^2 + (22-1)45.98^2}{22+22-2} = \frac{4888.4}{42} = 445.3$$

$$S = \sqrt{445.3} = 21.10$$

$$r = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\begin{aligned}
&= \frac{78.86-67.04}{21.10 \sqrt{\frac{1}{22} + \frac{1}{22}}} \\
&= \frac{11.82}{21.10 \sqrt{0.090}} \\
&= \frac{11.82}{(21.10) (0.3)} \\
&= \frac{11.82}{6.33} \\
&= 1.8
\end{aligned}$$

In light of the outcome, the analyzed pre-trial of exploratory gathering and control bunch is 1.86. It is shown that pre-trial of examination is higher than control bunch.

b) Pre-Test and Post-Trial of Exploratory Gathering

The correlation was proposed to see the consequence of the showing pasive voice to the understudies on the EG.

$$S^2 = \frac{(n_1-1) S_1^2 + (n_2-1) S_2^2}{n_1+n_2-2} = \frac{(22-1) 45.98^2 + (22-1) 50.51^2}{22+22-2} = \frac{9797.3}{42} = 233.2$$

$$S = \sqrt{233.2} = 15.27$$

$$\begin{aligned}
T &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
&= \frac{67.04-78.86}{15.27 \sqrt{\frac{1}{22} + \frac{1}{22}}} \\
&= \frac{-11.82}{15.27 \sqrt{0.090}} \\
&= \frac{-11.82}{(15.27) (0.3)} \\
&= \frac{-11.82}{4.5} \\
&= -2.6
\end{aligned}$$

In light of the outcome, the examination of pre-test and post-test on trial bunch is - 2,6. It is demonstrated that understudies' accomplishment expanded of post-test on trial bunch. In view of the outcome above, we can go further to see the tremendous distinction between the pre-test and post-test. Since, the t-test esteem was out of restriction given (- 1.96 and 1.96) for example if $Z > 1.96$ or $Z < -1.96$ at the degree of importance 5% (0.05). Consequently, the estimation oft-test (- 2.6) was out of acknowledged region. So that, the elective hypothesis (H1) was acknowledged and invalid hypothesis (Ho) was dismissed. This showed that there were massive contrasts between two methods for pre-test and post-trial of exploratory gathering. The mean score post-test was 50.51 and pre-test was 45.98. The mean score of post-test was higher than pre-test. We can say that the higher consequence of the test on EG was a result of the effect of the preliminary treatment.

c) Pre-Test and Post-Trial of Control Gathering

The correlation of pre-test and post-trial of CG was because of perceive how far the outcome acquired by CG on the test while the understudies on the gathering were instructed by applying the immediate strategy.

$$S^2 = \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2} = \frac{(22-1)61.59^2 + (22-1)70.22^2}{22+22-2} = \frac{18320.6}{42} = 436.2$$

$$S = \sqrt{436.2} = 20.88$$

$$\begin{aligned}
T &= \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
&= \frac{61.59 - 70.22}{20.88 \sqrt{\frac{1}{23} + \frac{1}{23}}} \\
&= \frac{-8.6}{20.88 \sqrt{0.090}} \\
&= \frac{-86}{(20.88)(0.3)} \\
&= \frac{-8.6}{6.2} \\
&= -1.3
\end{aligned}$$

In view of the outcome, the examination of pre-test and post-test on control bunch is - 1,3 by direct Technique.

The t-test regard between pre-test and post-test was - 1.3. It was out of acknowledged region of the breaking point. given (- 1.96 and 1.96). Thusly, the elective hypothesis (H1) is acknowledged and the invalid hypothesis (Ho) is dismissed. The mean score of the pre-test was 61.59 and the post-test was 70.22, this showed that there was contrast between the strategy for pre-test and post-preliminary of the CG anyway it was not enormous. Since the outcome of pre-test and post-test was not pleasing.

d) Post-Trial of Exploratory Gathering and Control Gathering

The mean score of the post-test on the EG is higher than the CG.

To see if the thing that matters was critical, the author registered the two test results under similar methods as the past one.

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} = \frac{(22-1)50.51^2 + (22-1)43.28^2}{22+22-2} = \frac{9291.2}{42} = 221.2$$

$$S = \sqrt{221.2} = 14.87$$

$$T = \frac{\overline{X_1} - \overline{X_2}}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{78.86 - 70.22}{14.87 \sqrt{\frac{1}{23} + \frac{1}{23}}}$$

$$= \frac{8.6}{14.87 \sqrt{0.090}}$$

$$= \frac{8.6}{(14.87)(0.3)}$$

$$= \frac{8.6}{4.4}$$

$$= 1.9$$

In light of the outcome, the correlation of post-test analyze gathering and post-trial of control bunch is 1.9. It is shown that post-test try bunch is higher than control bunch.

The acquired t-test esteem (1.9) is greater than as far as possible given (1.96); it implies that the distinction between two gatherings is huge. Consequently, the elective hypothesis (H1) is acknowledged and

invalid hypothesis (H_0) is dismissed. The outcome demonstrated that the exploratory gathering accomplishment is better compared to of the benchmark group. Resulting to learning the data, the audit analyzed about the outcome of the test, pre-test and post-test that has been given to both social occasion. Considering the authentic assessment above, it is found that the mean score of the post-preliminary of Exploratory Get-together (EG) is higher than the pre-test. The mean score of the pre-test is 67.04 while the mean score of the post-test is 78.86.

This showed that there are different scores between two techniques for pre-test and post-preliminary of EG. We could say that the result of the test on the Exploratory Gathering (EG) is because of the effect of the treatment. The Test group method application impacts the beneficial outcome of the understudies' accomplishment in showing aloof voice. Meanwhile, the standard deviation of the pre-preliminary of Exploratory Get-together (EG) is 45.98, while the standard deviation of the post-test is 50.51. They showed that the scores of post-test are homogeneous. Besides, the acquired t-test esteem is - 1.3 and it isn't inside the cutoff given (- 1.96 and 1.96). It showed that there are various scores between the two tests. Subsequently, the elective speculation is acknowledged and the invalid theory is dismissed. According to the past hypothesis and exploration finding, this consequence of examination demonstrated that Test group strategy is working.

Meanwhile, the pre-preliminary of Control Gathering (CG) is 61.59 and the post-test was 70.22. It will in general be seen that the score of post-preliminary of Exploratory Social affair (EG) is higher than Control Gathering (CG). What makes a difference was $70.22 - 61.59 = 8.63$. This differentiation showed that the effect of treatment given is positive. The distinction by to method for post-tests is critical in light of the fact that the estimation of t-test esteem is a lot higher than the coefficient of t-test as given in limit (- 1.96 and 1.96) at level importance 5% ($\alpha = 0.05$). on the off chance that the calculation, t-test esteem is higher or lower than at (- 1.96 and 1.96) at 5% ($\alpha = 0.005$) level of importance, the invalid hypothesis (H_0) was by and large dismissed and acknowledged the elective theory. In the mean time, the measurable t-test worth of 1.8 and level of importance at 5% ($\alpha = 0.005$). It implies that the two gatherings are altogether unique.

The outcome shows that the Test group method execution has a ton of impact of understudies' grasping on latent voice. It implies that Test group method can uphold and work on their capacity in aloof voice. Understudies are persuaded to learn English subject. To help the reality over, the extra data is plainly displayed in the accompanying rate structure.

e) The Level of the Scores between Pre-Test and Post-Test

This course of calculation is intended to see how far the students work on the score in pre-test and post-test for both exploratory assembling and control pack. Through this computation cycle, me scientist ultimately

looked at both rate results which is additionally support the aftereffect of the estimation above.

a. Score Rate in Trial Gathering

1. The rate aftereffect of pre-test:

$$= \frac{67.04}{100} \times 100\%$$

$$= 0.67 \times 100\%$$

$$= 67\%$$

2. The rate aftereffect of post-test:

$$= \frac{78.86}{100} \times 100\%$$

$$= 0.78 \times 100\%$$

$$= 78\%$$

b. Score Rate in Charge Gathering

1. The rate aftereffect of pre-test:

$$= \frac{61.59}{100} \times 100\%$$

$$= 0.61 \times 100\%$$

$$= 61\%$$

2. The rate aftereffect of post-test:

$$= \frac{70.22}{100} \times 100\%$$

$$= 0.70 \times 100\%$$

$$= 70\%$$

B. Discussion

The utilization of Test group procedure in EFL homeroom is one of the endeavors made to work on understudies' understanding on uninvolved voice. In showing English, Test group method is involved by the author in the homeroom. The outcome from the showing system observed that after the understudies were given the treatment by the instructor, understudies were found to more zero in on the material educated. It is demonstrated when Test group procedure was applied and presented, the understudies were energetic and inspired by the growing experience. The understudies were roused and intrigued earnestly in learning.

Besides, the consequence of this review reveals that the students' understanding on detached voice extended when the Experimental group methodology is applied the homeroom. The justification for this is that the procedure empowered understudies to advance at their own speed and furnished them with the chance to broaden their thoughts in English subject. This finding is additionally upheld that showing aloof voice with Test group procedure is assemble certainty of the understudies. At the end of the day, the Test group procedure is improvep the understudies' figuring out on latent voice in English subject.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The writer states some conclusions as follows :

1. The execution of test group procedure to further develop understudies' comprehension on aloof voice comprised of four exercises led by educator and resarcher. It tends to be seen the mean score of the post-trial of Exploratory Gathering (EG) is higher than the pre-test. The mean score of the pre-test is 67.04 while the mean score of the post-test is 78.86. Manwhile, the pre-trial of Control Gathering (CG) is 61.59 and the post-test was 70.22. It very well may be seen that the score of post-trial of Exploratory Gathering (EG) is higher than Control Gathering (CG).
2. The utilization of test group methode further depeloved understudy figuring out on pasive voice. The understudies improved of inactive voice have accomplished 78.86% in the wake of being educated by utilizing test group strategy.

B. Suggestion

The writer states some suggestion as follows:

1. The educator ought to utilize this methodology to work on understudies' grasping on pasive voice.

2. The understudies should develop their knowledge about passive voice
3. School should prepare and design the material based on students' need and students' competence