## List of Students’ Code

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
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<tr>
<td>1</td>
<td>Carwiti</td>
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</tr>
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<td>Cecep Nugroho</td>
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</tr>
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<td>3</td>
<td>Ema Husnilillah</td>
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<td>4</td>
<td>Fajar Murnasih</td>
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</tr>
<tr>
<td>5</td>
<td>Himatul Aliyah</td>
<td>A-5</td>
</tr>
<tr>
<td>6</td>
<td>Ida Nurhidayah</td>
<td>A-6</td>
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<td>7</td>
<td>Khotimah</td>
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<td>8</td>
<td>Kurniati Ratnasari</td>
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</tr>
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<td>9</td>
<td>Meliana Nur Afiai</td>
<td>A-9</td>
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<td>10</td>
<td>Nken Indah F</td>
<td>A-10</td>
</tr>
<tr>
<td>11</td>
<td>Ninok Mutiara Maharani</td>
<td>A-11</td>
</tr>
<tr>
<td>12</td>
<td>Putri Septiani Rahayu</td>
<td>A-12</td>
</tr>
<tr>
<td>13</td>
<td>Rina Herlina</td>
<td>A-13</td>
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<td>14</td>
<td>Rizal Fadilah</td>
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<td>Warti</td>
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<td>22</td>
<td>Wawan Gunawan</td>
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Appendix 2

**PROGRAM TAHUNAN**

**SMK MA’ARIF NU 01 KETANGGUNGAN BREBES**

Lesson : English Language  
Class : XI  
School year : 2015 / 2016

<table>
<thead>
<tr>
<th>Semester</th>
<th>Standard of Competence/ Basic Competence</th>
<th>Material</th>
</tr>
</thead>
</table>
| 1        | **A. Listening**  
1. Understanding meaning in the transactional conversation text and formal interpersonal and sustained in the daily life context.  
2. Understanding the meaning of short functional text and monologue in the form of reports, narrative and analytical exposition in the daily life context. | A. Kind of Narrative Text  
B. Expressions  
- Giving opinion  
- Asking opinion  
- Showing satisfaction  
- Showing dissatisfaction  
C. Grammatical  
- Linking verb  
- Adjective clause |
|          | **B. Speaking**  
1. Demonstrating meaning in the transactional conversation text and formal interpersonal and sustained in the daily life context.  
2. Demonstrating meaning of short functional and monologue in the form | A. Kind of Report text  
B. Expressions  
- Giving advice  
- Warning  
- Giving permission  
C. Grammatical |
of *reports, narrative, and analytical exposition* in the daily life context.

**C. Reading**
1. Understanding the meanings of simple written functional texts and essays of *reports, narrative and analytical exposition* within daily-life contexts in order to access knowledge.

**D. Writing**
1. Expressing in written the meanings of simple written functional texts and monologs of *reports, narrative and analytical exposition* within daily-life contexts

| E. | Test 1 Narrative |
| F. | Test 2 Report |
| G. | Test 3 Analytical exposition |
| H. | Review |

| Total |

<table>
<thead>
<tr>
<th><strong>A. Listening</strong></th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>1. Understanding meanings of formal and sustained transactional and interpersonal dialogs</td>
<td></td>
</tr>
<tr>
<td>A. Kind of Narrative Text</td>
<td></td>
</tr>
<tr>
<td>B. Expressions</td>
<td></td>
</tr>
<tr>
<td>- Expression of Stance</td>
<td></td>
</tr>
<tr>
<td>- Expression of Show feelings of relief or pain or pleasure</td>
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</tbody>
</table>

A. Kind of Analytical exposition
B. Expressions
- Showing feeling relief
- Pain
- Pleasure
C. Grammatical
- Modal
- Reported speech
in daily-life contexts

2. Understanding the meanings of simple oral functional texts and monologs of spoof, narratives and hortatory exposition within daily-life contexts

B. Speaking
1. Expressing meanings of formal and sustained transactional and interpersonal dialogs in daily-life contexts
2. Expressing orally the meanings of simple functional texts and monologs of spoof, narratives and hortatory exposition within daily-life contexts

C. Reading
1. Understanding the meanings of simple written functional texts and essays of spoof, narratives and hortatory exposition within daily-life contexts in order to access knowledge

Anger

C. Grammatical
- Direct and indirect speech
- Simple past tense
- Past continuous tense

A. Kind of Spoof Text
B. Expressions
- Expression of Love
- Expression of Embarrassment
- Announcement

C. Grammatical
- Simple present tense
- Modal
- Adjective

A. Kind of Hortatory Exposition
B. Expressions
- Expression of Annoyance
- Expression of Sadness
- Advertisement

C. Grammatical
- Simple past tense
- Active/Passive Voice
- Adverb
<table>
<thead>
<tr>
<th></th>
<th>Writing</th>
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<td>D.</td>
<td>Expressing in written the meanings of simple written functional texts and monologs of spoof, narratives and hortatory exposition within daily-life contexts</td>
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<td>E.</td>
<td>Test 1 Narrative</td>
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<tr>
<td>F.</td>
<td>Test 2 Spoof</td>
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<tr>
<td>G.</td>
<td>Test 3 Hortatory exposition</td>
</tr>
<tr>
<td>H.</td>
<td>Review</td>
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<p>| | |</p>
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<td>Grand Total</td>
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## SYLLABUS

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<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Nama Budaya &amp; Karakter Bangsa</th>
<th>Kewirausahaan &amp; Ekonomi Kreasif</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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</thead>
<tbody>
<tr>
<td>Menulis: 1. Mengungkapkan makna dalam teks fungsional pendek dan esai berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari</td>
<td>12-1: Mengungkapkan makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan bergerak dalam konteks kehidupan sehari-hari</td>
<td>Developing a paragraph based on the pictures</td>
<td>Religius, jurur, toleransi, disiplin, kerja keras, mandiri, demokratis, nasionalisme, semangat ketangkasan, cinta tanah air, menghargai prinsip bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</td>
<td>Percaya diri (keteguhan hati, optima).</td>
<td>Besorientasi pada tugas (berminat, tekun, bertekad, enerjik).</td>
<td>Memahami sebuah banner, poster, pamphlet secara berkelompok dan</td>
<td>Tugas</td>
<td>2 x 45</td>
<td>Developin g English Competencies for Grade X Senior High School (SMA/M A)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Memahami gagsan utama</td>
<td>Upuk kerja</td>
<td>Tape/ Kamus/ Kaset/CD/ Tape/CD/ Player/ OHP/ LCD/ Foto/ Poster/ Gambar/ Koran berbeka Ingris/ Majalah Interne t</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12-2: Mengungkapkan makna dalam langkah resorika</td>
<td>Writing texts</td>
<td>Religius, jurur, toleransi, disiplin, kerja</td>
<td>Percaya diri (keteguhan hati, optima).</td>
<td>Membuat draft teks exposition dengan</td>
<td>Mendapatkan kalimat post continuous dalam menulis</td>
<td>Tugas</td>
<td>2 x 45</td>
<td>Developin g English Competencies</td>
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LESSON PLAN I

School: SMK Ma’arif NU 01 Ketanggungan
Subject: English
Class/Semester: XI/2
Topic of Learning: Passive Voice
Language Skill: Grammar (Structure)
Focus: Writing
Time Allocation: 2 × 45 Minutes

I. Standard Competency
12. Expressing the meaning in short functional text and simple essay in the forms of narrative, spoof, and hortatory exposition text in daily life contexts

II. Basic Competence
12.2 Expressing the meaning in short functional text (for examples, banner, poster, pamphlet, etc.) accurately, fluently, and appropriately the meaning and rhetorical development that use written language variety in daily life contexts

III. Indicator
1. Produce passive voice sentences in the form of some tenses
2. Identify the parts of each sentence (S+V+O)

IV. Objective of Learning
1. Students are able to produce passive voice sentences in the form of some tenses
2. Students are able to identify the parts of each sentence (S+V+O)

V. Learning Material

Passive Voice

1. Definition of Passive voice
   The passive voice is a grammatical construction (a "voice") in which the subject of a sentence or clause denotes the entity undergoing an action or having its state changed.
   Formula of passive voice (To be + Participle)
   Example:
   - (Active) Tom writes the letter
   - (Passive) The letter is written by Tom

2. Kinds of Passive
   There are many kinds of passive tenses, they are:
   a. Simple Present
      For example:
      - Robert helps Anna. (Active)
      - Anna is helped by Robert. (Passive)
   b. Simple Past
      For example:
      - Robert helped Anna. (Active)
      - Anna was helped by Robert. (Passive)
   c. Present continuous
      For example:
      - Robert is helping Anna (Active)
      - Anna is being helped by Robert. (Passive)
   d. Present Perfect
For example:
- Robert **has helped** Anna.
  (Active)
- Anna **has been helped** by Robert. (Passive)

**e. Past continuous**
For example:
- Robert **was helping** Anna. (Active)
- Anna **was being helped** by Robert. (Passive)

**f. Past Perfect**
For example:
- Robert **had helped** by Anna.
  (Active)
- Anna **had been helped** by Robert. (Passive)

**g. Simple Future**
For example:
- Robert **will help** Anna.
  (Active)
- Anna **will be helped** by Robert.
  (Passive)

**h. Future Perfect**
For example:
- Robert **will have helped** Anna.
  (Active)
- Anna will **have been helped** by Robert.
  (Passive)

---

**VI. Learning Method**
- Communicative Language Teaching (CLT)
- Technique: Busy Picture Game
### VII. Learning steps

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time Allocation</th>
</tr>
</thead>
</table>
| **Pre Activities**| - Teacher greets students  
- Teacher checks students’ attendance  
- Teacher gives simulating questions about the material                      | 5 Minutes       |
| **Exploration**   | - Teacher explains the material about passive voice  
- Teacher gives students examples of passive voice  
- Students identify the sentences of passive voice                            | 25 Minutes      |
| **Main activities**| - Teacher divides students in groups. Each groups consist of 4 or 5 students  
- Teacher gives students picture containing some activities  
- Each group correct the error sentences based on the picture cooperatively  
- Then, students must produce the good passive sentences                      | 40 Minutes      |
### VIII. Learning Sources
- The book of understanding and using ENGLISH GRAMMAR of Betty S.
- Book of fun with grammar by Suzanne W. Woodward

### IX. Media
- Pictures
- Whiteboard
- Worksheets

### X. Assessment
A. Form : Written test
   Technique : - Change active sentences into passive sentences!
B. Instrument of assessment

Task
- Change active sentences into passive sentences!!
  1. Mr. Parker is speaking English now
  2. My father washes a new car every week
  3. Jane has read a magazine
  4. I will finish my homework tomorrow
  5. Mr. John repaired Andy’s car yesterday
  6. David’s family were visiting Bali
  7. Sarah had knocked the door
  8. The students would obey all school’ rules
  9. She bought a new motorcycle last Sunday
 10. Romeo loves Juliet so much

XI. Scoring guidance
- Each correct answer get 1 scores
- Maximum score 1 X 10 = 10

Achievement
Students’ Score: ___________________ X 100%
Maximum Score
Appendix 5

LESSON PLAN II

School : SMK Ma’arif NU 01 Ketanggungan
Subject : English
Class/Semester : XI/2
Topic of Learning : Passive Voice
Language Skill : Grammar (Structure)
Time Allocation : 2 × 45 Minutes

I. Standard Competency
   12. Expressing the meaning in short functional text and simple essay in the forms of narrative, spoof, and hortatory exposition text in daily life contexts

II. Basic Competence
   12.2 Expressing the meaning in short functional text (for examples, banner, poster, pamphlet, etc.) accurately, fluently, and appropriately the meaning and rhetorical development that use written language variety in daily life contexts

III. Indicator
   1. Identify the using of passive voice in the short functional text
   2. Identify the error sentences of passive voice

IV. Objective of Learning
   1. Students are able to Identify the using of passive voice in the short functional text
   2. Students are able to identify the error sentences of passive voice
V. Learning Material
Passive Voice

Text 1.
How Towns Have Arisen
Most villages and towns on the British Isles came into being because of their favorable situation for trade. Rather more than a hundred years ago, a great change came over the land. Many machines were invented about that time. Spinning and weaving, for example, which had previously been done by hand, were done by machinery that were driven by water or steam-power. The work which usually was done in the houses of the people began to be carried on in large mills or factories, and workers found it convenient to live near them. More and more factories were built and men and women left the country districts in great numbers and crowded into towns. Since then the movement of people into towns has been going on until now. England is dotted with great cities. All over Britain, and especially in those parts were the coal needed for power is to be found, there are mining and manufacturing areas, such as the Lancashire cotton district, the Black county of Midland, and others. A great many towns are found close together in those districts, and a great many people live within a small area, so that the population is very dense.

Text 2.
Britain’s Roman Villas
Numerous monuments recall the 400 or so years when Britain was part of the Roman Empire. Ancient city walls, old roads,
front defences. But it is at the villas that one feels closest to the everyday life of Roman Britain.

The villas were homes. In their kitchens bread was baked. Along their corridors echoed family conversations. They were well built and handsomely decorated. The first villa was built around A.D. 80-90. It was a small farm. Later on the house was extended, kitchens and baths were added.

It is known that many villas were destroyed by fire. Their ruins remain hidden for years and it is often by accident that the site is discovered.

So in Hampshire a number of oyster-shells were found by a farmer, and the shells, remnants of a long-ago feast, led to the discovery of the villa at Rockbourne.

VI. Learning Method
- Triple P (Present, practice, production)
- Technique: Busy Picture Game

VII. Learning steps

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time Allocation</th>
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<tbody>
<tr>
<td><strong>Pre Activities</strong></td>
<td>- Teacher greets students&lt;br&gt;- Teacher checks students’ attendance&lt;br&gt;- Teacher gives simulating questions about the material</td>
<td>5 Minutes</td>
</tr>
<tr>
<td><strong>Main activities</strong></td>
<td><strong>Exploration</strong>&lt;br&gt;- Teacher explains the material about passive voice&lt;br&gt;- Teacher gives students examples of passive voice&lt;br&gt;- Students identify the</td>
<td>25 Minutes</td>
</tr>
<tr>
<td>Elaboration</td>
<td>40 Minutes</td>
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<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------</td>
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<tr>
<td>- Teacher divides students in groups. Each group consists of 4 or 5 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teacher gives students a picture containing some activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Each group corrects the error sentences based on the picture cooperatively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Then, students must produce the good passive sentences</td>
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<table>
<thead>
<tr>
<th>Confirmation</th>
<th>15 Minutes</th>
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<tbody>
<tr>
<td>- Teacher and students correct together</td>
<td></td>
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<tr>
<td>- Teacher and students make feedback and conclusion based on the material</td>
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<table>
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<th>Post Activities</th>
<th>5 Minutes</th>
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<tbody>
<tr>
<td>- Students ask the difficulties of the previous lesson</td>
<td></td>
</tr>
<tr>
<td>- Teacher reviews the material</td>
<td></td>
</tr>
<tr>
<td>- Teacher makes sure that students understand about material that has been</td>
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</tr>
</tbody>
</table>
taught
- Teacher closes the class

VIII. Learning Sources
- The book of understanding and using ENGLISH GRAMMAR of Betty S.
- Book of fun with grammar by Suzanne W. Woodward
- http://englishstandarts.blogspot.co.id/2012/06/passive-voice-texts-proverbs-and.html

IX. Media
- Pictures - Whiteboard
- Worksheets

X. Assessment
A. Form : Written test
   Technique : - Find and correct the mistakes!!!
B. Instrument of assessment
   Task
   The following sentences all have problems related to the passive voice.
   Find the mistakes and correct them.
   1. The bald man was being read a menu.
   2. The man was poured the water.
   3. The waitress is being carried by a tray.
   4. The waiter is setting by the table.
   5. The silverware have been placed on a table by waiter.
   6. The menus is being read by two women.
   7. The order was wrote by the waiter.
   8. The rolls has already been set on the table.
   9. A drink is being drunk by a guest.
  10. An order is being listened by the waiter.
XI. Scoring guidance
- Each correct answer gets 1 score
- Maximum score is $1 \times 10 = 100$

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<th>Students’ Score:</th>
<th>Achievement</th>
<th>$\times 100%$</th>
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<tbody>
<tr>
<td></td>
<td>Maximum Score</td>
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Brebes, 29th April 2016

Checked by,
English teacher
Supriyanto, S. Pd

Researcher
Daslim.
113411054

Headmaster
Lukman Nurril Hakim, S.Ag
Appendix 6

**Form of students’ interaction in Pre cycle**

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<tr>
<th>No</th>
<th>Indicators</th>
<th>None (0%)</th>
<th>Few (&lt;20%)</th>
<th>Half (20-49%)</th>
<th>Many (50-69%)</th>
<th>Majority (&gt;70%)</th>
<th>Total Score</th>
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<tbody>
<tr>
<td>1</td>
<td>The students paid attention teacher’s explanation</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>The students asked question actively</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>The students were enthusiastic in teaching learning process</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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<td>2</td>
</tr>
<tr>
<td>4</td>
<td>The students were enthusiastic in doing the test</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>The teacher used active learning</td>
<td>✓</td>
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<td></td>
<td></td>
<td></td>
<td>1</td>
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### Form of students’ interaction in cycle 1

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<th>Many (50-69%)</th>
<th>Majority (&gt;70%)</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students paid attention teacher’s explanation</td>
<td></td>
<td></td>
<td></td>
<td>○</td>
<td>○</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The students asked question actively</td>
<td>○</td>
<td></td>
<td></td>
<td>○</td>
<td>○</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>The students were enthusiastic in teaching learning process</td>
<td></td>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>The students were enthusiastic in doing the test</td>
<td></td>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>The teacher used active learning</td>
<td>○</td>
<td></td>
<td></td>
<td>○</td>
<td>○</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>Indicators</td>
<td>None (0%)</td>
<td>Few (&lt;20%)</td>
<td>Half (20-49%)</td>
<td>Many (50-69%)</td>
<td>Majority (&gt;70%)</td>
<td>Total Score</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------</td>
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<td>---------------</td>
<td>---------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>1</td>
<td>The students paid attention teacher’s explanation</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The students asked question actively</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>4</td>
</tr>
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<td>3</td>
<td>The students were enthusiastic in teaching learning process</td>
<td></td>
<td></td>
<td></td>
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<td>The students were enthusiastic in doing the test</td>
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## Teacher’s Observation Checklist

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<tr>
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<tr>
<td></td>
<td>a. Teacher’s explanation is easy to be understood</td>
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<tr>
<td></td>
<td>b. Teacher gives students chance to ask some questions about the material</td>
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<td></td>
<td>c. Teacher can answer the students’ answer</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>d. Teacher can involve students to make a conclusion</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td><strong>Implementing of Strategy</strong></td>
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<td></td>
<td>a. Teacher can apply the strategy appropriate with lesson planning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>b. Teacher can give explicit and easy to be understood instructions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>c. Teacher can use media effectively</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td><strong>Performance</strong></td>
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<tr>
<td></td>
<td>a. Teacher has clear voice during teaching and learning process</td>
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<tr>
<td>b. Teacher can manage students in class</td>
<td>1</td>
<td>3</td>
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</tbody>
</table>
Appendix 7

PRE-CYCLE

Name : 
Number of Students : 
Class : 

Change the following sentences into passive form!!!

1. Natalie writes a letter
   ____________________________________________

2. Natalie wrote a letter
   ____________________________________________

3. Natalie is writing a letter
   ____________________________________________

4. Natalie has written a letter
   ____________________________________________

5. Natalie will write a letter
   ____________________________________________

6. Natalie was writing a letter
   ____________________________________________

7. Natalie had written a letter
   ____________________________________________

8. Natalie would write a letter
   ____________________________________________

9. Robert and I write a letter
   ____________________________________________

10. Robert opened the door
    ____________________________________________
CYCLE I

Name : 
Number of Students : 
Class : 

Change the following sentences into passive form!!!

1. Mr. Indra is speaking English now
   ____________________________________________________
2. My father washes a new car every week
   ____________________________________________________
3. Jane has read a magazine
   ____________________________________________________
4. I will finish my homework tomorrow
   ____________________________________________________
5. Mr. John repaired Andy’s car yesterday
   ____________________________________________________
6. The tourist was visiting Bali
   ____________________________________________________
7. Sarah had knocked the door
   ____________________________________________________
8. The students would obey all school’ rules
   ____________________________________________________
9. She bought a new motorcycle last Sunday
   ____________________________________________________
10. you can do this test
    ___________________________________________________
Change the following sentences into passive form!!!

1. My mother makes 100 cakes everyday
   ____________________________________________________

2. My brother is watching TV in his room
   ____________________________________________________

3. They have built a house
   ____________________________________________________

4. Real Madrid got a new player last season
   ____________________________________________________

5. The students will discuss their homework tomorrow
   ____________________________________________________

6. George was listening the music
   ____________________________________________________

7. Sally had read two hundred books
   ____________________________________________________

8. My father would give me much money
   ____________________________________________________

9. Lesti is singing ‘Kejora’ song now
   ____________________________________________________

10. Cristiano Ronaldo used his new jersey last night
    ____________________________________________________
Appendix 8

ANSWER KEY FOR PRE-CYCLE

Change the following sentences into passive form!!!

1. Natalie writes a letter (Active)
   A letter is written by Natalie (Passive)

2. Natalie wrote a letter (Active)
   A letter was written by Natalie (Passive)

3. Natalie is writing a letter (Active)
   A letter is being written by Natalie (Passive)

4. Natalie has written a letter (Active)
   A letter has been written by Natalie (Passive)

5. Natalie will write a letter (Active)
   A letter will be written by Natalie (Passive)

6. Natalie was writing a letter (Active)
   A letter was being written by Natalie (Passive)

7. Natalie had written a letter (Active)
   A letter had been written by Natalie (Passive)

8. Natalie would write a letter (Active)
   A letter would be written by Natalie (Passive)

9. Robert and I write a letter (Active)
   A letter is written by us (Robert and me) (Passive)

10. Robert opened the door (Active)
    The door was opened by Robert (Passive)
ANSWER KEY FOR CYCLE I

Change the following sentences into passive form!!!

1. My mother makes 100 cakes everyday (Active)
   100 cakes are made by my mother every day (Passive)
2. My brother is watching TV in his room (Active)
   TV is being watching by my brother in his room (Passive)
3. They have built a house (Active)
   A house has been built by them (Passive)
4. Real Madrid got a new player last season (Active)
   A new player was gotten by Real Madrid last season (Passive)
5. The students will discuss their homework tomorrow (Active)
   Their homework will be discussed by the students tomorrow (Passive)
6. George was listening the music (Active)
   The music was being listened by George (Passive)
7. Sally had read two hundred books (Active)
   Two hundred books had been read by Sally (Passive)
8. My father would give me much money (Active)
   I would be given much money by my father (Passive)
9. Lesti is singing ‘Kejora’ song now (Active)
   Kejora song is being sung by Lesti now (Passive)
10. Cristiano Ronaldo used his new jersey last night (Active)
    New Jersey was used by Cristiano Ronaldo last night (Passive)
ANSWER KEY FOR CYCLE II

Change the following sentences into passive form!!!

1. Mr. Indra is speaking English now  (Active)
   English is being spoken by Mr. Indra now  (Passive)
2. My father washes a new car every week  (Active)
   A new car is washed by my father every week  (Passive)
3. Jane has read a magazine  (Active)
   A magazine has been read by Jane  (Passive)
4. I will finish my homework tomorrow  (Active)
   My homework will be finished by me tomorrow  (Passive)
5. Mr. John repaired Andy’s car yesterday  (Active)
   Andy’s car was repaired by Mr. John yesterday  (Passive)
6. The tourist was visiting Bali  (Active)
   Bali was being visited by the tourist  (Passive)
7. Sarah had knocked the door  (Active)
   The door had been knocked by Sarah  (Passive)
8. The students would obey all school’ rules  (Active)
   All school’s rules would be obeyed by the students  (Passive)
9. She bought a new motorcycle last Sunday  (Active)
   A new motorcycle was bought by her last Sunday  (Passive)
10. you can do this test  (Active)
    This test can be done by you  (Passive)
2. BUSY PICTURES

Materials: Picture for each student (see Worksheets 67A & 67B for examples)

Dynamic: Individuals/Groups

Time: 25 minutes

Procedure:
1. Choose a picture with a lot of activity. Be sure that students will be able to generate some passive sentences about the picture you have chosen. A funny or strange picture works well. Good sources for pictures are magazine ads, certain comics, and pictures from lower-level writing books.

2. Have students write a specific number of sentences in the passive based on the picture. Have an advanced class write a paragraph that contains both passive and active sentences. Tell them not to limit themselves to what they see in the picture. Encourage them to stretch their imagination and be creative. The funnier and more outrageous the situations or sentences, the more fun the activity will be. Give them some help to get started. For example:

   Last weekend I was at a very elegant restaurant where the food was being served by a sophisticated-looking waitress when . . .

   I had dinner with my girlfriend's parents for the first time. As the menu selections were being discussed, I leaned back to drink my water and suddenly . . .

   If you are asking for a paragraph, make sure the students understand that it is impossible to write every sentence in the passive, so their paragraphs will be a mixture of passive and active sentences. You may want to tell them approximately how many passive sentences you would like them to produce.

3. Collect and correct the students' sentences, then prepare an error analysis page focusing on mistakes in the passive taken from their writing (see Worksheet 67B). Different types of mistakes may be included, such as

   The waitress is brought the meal.

   The menu are being discussed by the women.

   The meal is being serving.

4. Before handing back the students' work, arrange the students in small groups and have them try to correct the errors on the error analysis page. The individual students can use these corrections to help with their own papers when they are returned.
Write a paragraph describing the scene below. Use the passive voice as appropriate.
Appendix 10

PRE-CYCLE

Name: TOIPAH
Number of Students: 17
Class: XI TKJ

Change the following sentences into passive form!!!

1. Natalie writes a letter
   - a letter is written **by her**

2. Natalie wrote a letter
   - a letter was **written by her**

3. Natalie is writing a letter
   - a letter is **being written by her**

4. Natalie has written a letter
   - a letter has **been written by her**

5. Natalie will write a letter
   - a letter will be **written by her**

6. Natalie was writing a letter
   - a letter was **being written by her**

7. Natalie had written a letter
   - a letter had **been written by her**

8. Natalie would write a letter
   - a letter would be **written by her**

9. Robert and I write a letter
   - a letter are **be written by him**

10. Robert opened the door
    - the door was **opened by him**

   ✓
PRE-CYCLE

Name: Sarah
Number of Students: 15
Class: X1 T2

Change the following sentences into passive form!!!

1. Natalie writes a letter
   a letter is being written by Natalie

2. Natalie wrote a letter
   a letter was written by Natalie

3. Natalie is writing a letter
   a letter is being written by Natalie
   √

4. Natalie has written a letter
   a letter had been written by Natalie
   ✗

5. Natalie will write a letter
   a letter will be written by Natalie
   ✗

6. Natalie was writing a letter
   a letter was being written by Natalie
   ✗

7. Natalie had written a letter
   a letter had been written by Natalie
   ✓

8. Natalie would write a letter
   a letter would be written by Natalie
   ✓

9. Robert and I write a letter
   a letter is written by her
   ✗

10. Robert opened the door
    The door is opened by Robert
    ✓
PRE-CYCLE

Name: Ida Muchlidayan
Number of Students: 6
Class: XI TKJ (Teknik komputer dan paratingan)

Change the following sentences into passive form!!!

1. Natalie writes a letter
   a letter was written by Natalie
   a letter was written by Natalie ✓

2. Natalie wrote a letter
   a letter was written by Natalie
   a letter was written by Natalie ✓

3. Natalie is writing a letter
   a letter is being written by Natalie ✓

4. Natalie has written a letter
   a letter has been by Natalie
   a letter has been by Natalie ✓

5. Natalie will write a letter
   a letter will be written by Natalie ✓

6. Natalie was writing a letter
   a letter was being written by Natalie ✓

7. Natalie had written a letter
   a letter had been by Natalie ✓

8. Natalie would write a letter
   a letter would be written by Natalie
   a letter would be written by Natalie ✓

9. Robert and I write a letter
   a letter are to be written by Robert and I
   a letter are to be written by Robert and I ✓

10. Robert opened the door
    the door is been opened by Robert
    the door is been opened by Robert ✓
Appendix 11

**CYCLE 1**

Name: Caruvari
Number of Students: 6
Class: 6

**Change the following sentences into passive form!!!**

1. My mother makes 100 cakes everyday
   - 100 cakes are made every day by my mother.

2. My brother is watching TV in his room
   - TV is being watched in his room by my brother.

3. They have built a house
   - A house has been built by them.

4. Real Madrid got a new player last season
   - A new player was gotten last season by Real Madrid.

5. The students will discuss their homework tomorrow
   - Homework will be discussed tomorrow by the students.

6. George was listening to the music
   - The music was being listened to by George.

7. Sally had read two hundred books
   - Two hundred books were read by Sally.

8. My father would give me much money
   - Much money would be given to me by my father.

9. Lesti is singing ‘Kejora’ song now
   - The ‘Kejora’ song is being sung now by Lesti.

10. Cristiano Ronaldo used his new jersey last night
    - His new jersey was used last night by Cristiano Ronaldo.
Name: Warti
Number of Students: 21
Class: XI TKJ

Change the following sentences into passive form!!

1. My mother makes 100 cakes everyday
   100 cakes are made by my mother everyday

× My brother is watching TV in his room
   TV in his room is watching by my brother

3. They have built a house
   a house has been built by them

4. Real Madrid got a new player last season
   a new player has been gotten by Real Madrid last season

5. The students will discuss their homework tomorrow
   their homework will be discussed by the students tomorrow

6. George was listening the music
   the music was being listened by George

7. Sally had read two hundred books
   two hundred books had been read by Sally

× My father would give me much money
   I would be given by my father much money

× Lesti is singing ‘Kejora’ song now
   ‘Kejora’ song is singing by Lesti now

10. Cristiano Ronaldo used his new jersey last night
    His new jersey was used by Cristiano Ronaldo last night
Name: Fajur Murniasih
Number of Students: 04
Class: 07

Change the following sentences into passive form!!!

1. My mother makes 100 cakes everyday
   Cakes made everyday by my mother.
2. My brother is watching TV in his room
   TV is being watched in his room by my brother.
3. They have built a house
   The house has been built by them.
4. Real Madrid got a new player last season
   A new player is being bought by Real Madrid.
5. The students will discuss their homework tomorrow
   Their homework will be discussed by the students tomorrow.
6. George was listening to the music
   The music was being listened to by George.
7. Sally had read two hundred books
   Two hundred books had been read by Sally.
8. My father would give me much money
   Much money would be given to me by my father.
9. Lesti is singing ‘Kejora’ song now
   ‘Kejora’ song is being sung by Lesti.
10. Cristiano Ronaldo used his new jersey last night
    His new jersey was used last night by Cristiano Ronaldo.
Appendix 12

CYCLE II

Name: Wawan Gunawan
Number of Students: 20
Class: XI Tkj

Change the following sentences into passive form!!!

1. Mr. Indra is speaking English now
   English now is being spoken by Mr. Indra

2. My father washes a new car every week
   a new car is washed every week by my father

3. Jane has read a magazine
   a magazine has been read by Jane

4. I will finish my homework tomorrow
   My homework will be finished tomorrow by me

5. Mr. John repaired Andy’s car yesterday
   Andy’s car was repaired yesterday by Mr. John

6. The tourist was visiting Bali
   Bali was being visited by the tourist

7. Sarah had knocked the door
   The door had been knocked by Sarah

8. The students would obey all school’s rules
   All school rules would be obeyed by the students

9. She bought a new motorcycle last Sunday
   A new motorcycle was bought last Sunday by

10. You can do this test
    This test can be done by you
Change the following sentences into passive form!!

1. Mr. Indra is speaking English now
   English is being spoken by Mr. Indra

2. My father washes a new car every week
   A new car is washed by my father every week

3. Jane has read a magazine
   A magazine has been read by Jane

4. I will finish my homework tomorrow
   My homework will be finished by me tomorrow

5. Mr. John repaired Andy’s car yesterday
   Andy’s car was repaired by Mr. John yesterday

6. The tourist was visiting Bali
   Bali was being visited by the tourist

7. Sarah had knocked the door
   The door had been knocked by Sarah

8. The students would obey all school’s rules
   All school’s rules would be obeyed by the students

9. She bought a new motorcycle last Sunday
   A new motorcycle was bought by her last Sunday

10. You can do this test
    This test can be done by you
Change the following sentences into passive form!!!

1. Mr. Indra is speaking English now
   \[ \text{English is being spoken by Mr. Indra now} \]

2. My father washes a new car every week
   \[ \text{a new car is washed by my father every week} \]

3. Jane has read a magazine
   \[ \text{a magazine has been read by Jane} \]

4. I will finish my homework tomorrow
   \[ \text{my homework will be finished tomorrow by me} \]

5. Mr. John repaired Andy’s car yesterday
   \[ \text{Andy’s car was repaired yesterday by Mr. John} \]

6. The tourist was visiting Bali
   \[ \text{Bali was being visited by the tourist} \]

7. Sarah had knocked the door
   \[ \text{the door had been knocked by Sarah} \]

8. The students would obey all school rules
   \[ \text{all school rules would be obeyed by students} \]

9. She bought a new motorcycle last Sunday
   \[ \text{a new motorcycle was bought by her last Sunday} \]

10. You can do this test
    \[ \text{This test can be done by you} \]
Appendix 13

PROCESSES OF LEARNING

1. The researcher introduced busy picture technique

2. The students were discussing and analyzing error sentences of passive voice
3. The students were doing the test

4. The building of SMK Ma’arif NU 01 Ketanggungan Brebes
Nomor: In-06-3/34/PP.00.9/3815/2015
Semarang, 31 Agustus 2015

Lamp: -

Hal: Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Dr. H. Muslih, M.A.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

<table>
<thead>
<tr>
<th>Nama</th>
<th>Daslim</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIM</td>
<td>113411054</td>
</tr>
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Judul: THE USE OF BUSY PICTURES TECHNIQUE TO IMPROVE STUDENTS UNDERSTANDING ON PASSIVE VOICE (A Classroom Action Research at Eleventh Grade of SMK Ma’arif NU 01 Ketanggungan Brebes in the Academic Year 2015/2016)

Dan menunjuk saudara:

1. Dr. H. Muslih, M.A., (Pembimbing I)

Demikian penunjukkan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.

Wassalamu’alaikum Wr. Wb.

A.n. Dekan,
Ketua Jurusan PBI

Dr. H. Muslih, M.A.
NIP: 19690813 199603 1 003

Tembusan disampaikan kepada Yth:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JL. Prof. Dr. Hamka Kampus II Ngaliyan (024)7601295 Fax.7615987 Semarang 50185

No : Un.10.3/D.1/TL.00./1533/2016
Lamp : -
Hal : Mohon Izin Riset

A.n : Daslim
NIM : 113411054

Kepada Yth.
Kepala SMK Ma’arif NU 01 Ketanggungan
di Brebes

Assalamu’alaikum Wr. Wb.
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:
nama : Daslim
NIM : 113411054
alamat : Ds. Sindangjaya Rt 024 Rw 005 Brebes
judulProposal : THE USE OF BUSY PICTURES GAME TO IMPROVE STUDENTS’ UNDERSTANDING ON PASSIVE VOICE (A Classroom Action Research at Eleventh Grade of SMK Ma’arif NU 01 Ketanggungan Brebes in the Academic Year of 2015/2016)

Pembimbing : 1. Dr. H. Muslih, M.A.

Demiikian atas perhatian dan kerjasama Bapak/Ib/Sdr. disampaikan terima kasih.
Wassalamu’alaikum Wr. Wb

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)
LEMBAGA PENDIDIKAN MA’ARIF NU
SMK MA’ARIF NU 01 KETANGGUNGAN
Kompetensi Keahlian Tekik Ototmotif Sepeda Motor, Teknik Komputer dan Jaringan
Jl. KH. Hasyim Asy’ari No. 02 B Sindangjaya – Ketanggungan – Brebes
E-mail: smkmou_01ktg@yahoo.com Website: http://www.smkmou_01ktg.blogspot.com

SURAT KETERANGAN
Nomor: 058/smk_mrf/060/V/2016

Yang bertanda tangan dibawah ini, Kepala SMK Ma’arif NU 01 Ketanggungan Brebes menerangkan dengan sebenarnya bahwa:

Nama : Daslim
NIM : 113411054
Fakultas/Jurusan : FITK/Pendidikan Bahasa Inggris
Instansi : UIN Walisongo Semarang

Yang tersebut diatas benar-benar telah melakukan penelitian guna penyusunan skripsi selama 3 minggu mulai tanggal 18 April 2016 s/d 05 Mei 2016 dengan judul “The Use of Busy Picture Game to Improve Students’ Understanding on Passive Voice (A Classroom Action Research at the Eleventh Grade of SMK Ma’arif NU 01 Ketanggungan Brebes in the Academic Year 2015/2016)”

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya, atas kerjasamanya kami ucapkan terima kasih.

Brebes, 03 Mei 2016

Kepala Sekolah

[Signature]

[Stamp]
PIAGAM
Nomor: In.06.0/1/I/PP.06/1113/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : DASLIM
NIM : 113411054
Fakultas : ILMU TARBIYAH DAN KEGURUAN

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-65 Tahun 2015 di Kabupaten Blora, dengan nilai :

........................................... 94 ........................................... ( ........................... 4,0 / A .................................)

Semarang, 7 Desember 2015
Ketua,

Dr. H. Sholihan, M. Ag.
NIP. 19600604 199403 1 004
Certificate

Nomor: In.06.0/PP/009/1197/2015

This is to certify that

DASLIM
Student Register Number: 20150142582

the TOEFL Preparation Test

conducted by

the Language Development Center of State Islamic University (UN) "Walisongo" Semarang

On December 2nd, 2015

and achieved the following results:

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Given in Semarang,
December 10th, 2015

Director,

[Signature]

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CURRICULUM VITAE

Personal Details:
Name             : DASLIM
Student Number  : 113411054
Date of Birth   : April 1st, 1992, Brebes, Indonesia
Religion        : Islam
Nationality     : Indonesia
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Phone           : 085726884938

Academic Background
• SD Negeri 1 Sindangjaya    : Graduated in 2004
• MTs Al-Miftah Sindangjaya  : Graduated in 2007
• MAN Babakan Tegal          : Graduated in 2010
• UIN Walisongo Semarang     : 10th Semester.

Semarang, May 12th 2016

Daslim
113411054