

CHAPTER IV

FINDING

A. The Implementation of Quiz Team Technique to Improvement Students Understanding on Passive Voice

This study was on the implementation of quiz team technique to improve students' understanding on passive voice. It was conducted through a classroom action research which consisted of several activities.

1. Pre-Cycle

This research was conducted on Monday 7th February 2011. There were 39 students as participant. In this activity, students were taught passive voice by conventional method. In this case the researcher conducted at the beginning of the research. First, the researcher asked the students about the passive. The students answer the researcher explained about passive voice. From the observation the researcher found some fact that occurred in the classroom during teaching process. It could be described as follows: grammar is hard subject and make students difficult. It is made students bored. Most of the students did not pay attention to the researcher explanations and got difficulty to understand the material well.

From the description above, it can be concluded that the students' understanding on passive voice was low. The researcher got the idea to make the students interested in learning grammar. Then, the researcher gave the students task to check their understanding on passive voice. The task contain of 10 items of transformation form after taught by conventional method. The researcher gave 30 minutes to do it. The purpose of the task was to measure the students' achievement before given action. Then, the researcher calculated the mean of students' score. It was aimed to know the students' understanding on passive voice. After giving the task, the researcher intended to use quiz team technique to make students more enjoy to study.

2. First Cycle

a. Planning

The result of the pre cycle was not satisfied. The researcher decided to use quiz team technique to improve students' understanding on passive voice. Before applying quiz team technique the researcher prepared the instructional tools those were needed in teaching learning process. They were lesson plan, 3 scripts of news as media in playing quiz team and students' task.

b. Acting

The researcher told to the students that in this teaching learning process the researcher would apply quiz team technique to teach passive voice. The students seemed obviousness on their face. Then, the researcher divided the students into 3 group consist of 13 students. Grouping students based on the classroom students list. Students' number 1 until 13 are A team, students number 14 until 26 are B team and students number 27 until 39 are C team. After team was formed, the researcher explained the procedures of quiz team. The researcher distributed news of script to each group. Firstly there were some students did not understand about the procedure and then they asked the researcher related to the procedure. After researcher explained once again, students understood and did not find any difficulties to play quiz team. Then, the students started to play the quiz. Students discussed about the content of news and find out the passive sentences about 20 minutes. Then each teams presented the news about 10 minutes. Here, researcher asked each students of the other team to note the something which presented. In this quiz, some students felt shy to ask question to member of other team. They weren't confidence but the researcher gave them a motivation. The researcher asked them give three question on playing quiz.

c. Observation

Students were still confused the procedures of quiz team. The students also could not differ the function of auxiliary verb (to be).

d. Reflecting

After students played quiz team, the researcher discussed the result when the quiz were running and also making reflection to next cycle. In this cycle there were students still confused about passive, they couldn't differ the function of auxiliary verb (to be). They also confused differ subject and agent. When they were playing quiz some of them could not cooperative with their group, thus the researcher was still guides them on playing quiz.

3. Second Cycle

a. Planning

The second cycle was conducted on February 27th 2011. In this activity, the researcher prepared the instructional tools for the teaching learning process. The researcher did this cycle based on the reflection of the first cycle.

b. Acting

In this cycle, The researcher asked students to collect the new of script as their homework on cycle 1. There were 23 students did the assignments, and then the researcher selected 3 of them as materials in teaching passive. Researcher asked students to their group, then the material were spread to each team. The researcher explained the procedures of quiz team. There were not some questions from students about quiz team roles. The students discussed about the news with own team about news. Before quiz started, each teams presented the materials and other teams noted the materials.

For about 30 minutes the researcher observed the students' condition when they played quiz team. There were some of students

still confused about the passive voice. But, students were enthusiastic during the quiz process.

After gave the treatment trough quiz team, the researcher gave task to measure students scores. The researcher gave 30 minutes for students to do the tests.

c. Observing

After finished quiz team, the researcher gave students tasks to check their understanding on passive voice. It was content of 10 error recognition form. This cycle was followed 37 students. Two students asked a permission to follow the IPPNU Kab. Jepara programme. The test was running well. The result of students improvements achieve 70%. Thus, the researcher needs to continue the next cycle.

d. Reflecting

The researcher discussed about teaching learning process that have been done to find the weakness and how to fix it in the next cycle and made reflection to the next cycle. In this cycle, students still confused to differ between passive an active intransitive. The researcher decided to do the next treatment.

4. Third Cycle

a. Planning

The third cycle was conducted on March 17th 2011. This activity was done based on the last cycle. They are still confused to differ between passive and active intransitive. So, the researcher tried to give explanation more on it.

b. Acting

The researcher began the lesson by greeted the students and checked students attendance list. As brainstorming, the researcher asked one of students to change active to passive. “My cat died? The student answered “cat is died by me”. It was wrong answer. So the researcher gave students explanation about it.

The researcher explained students little about passive voice pattern just to make students more understood. He also gave other example to make sure they got more understanding on passive voice.

The researcher divided students into 3 groups. The group based on row of table, then students make around with own team. The researcher distributed news of script to each group. In this cycle, the procedures had same with the previous. In this cycle students more interested. The researcher had three news which given to each group. Each group discussed with own team about 20 minutes. Then, the quiz was started. Each team had three questions. The quiz was held very well. Each teams tried to make a difficult question in order to the competitor couldn't get score from them.

There was some improving for students to know the passive after make a discussion with team. They did the asking and giving questions between a team.

c. Observing

In this cycle, students were enthusiasm to play quiz team. It was make students noise. In this cycle, students got better than last cycle. Students were also more accurate to find out the passive sentences. The students improvement achieved 85%.

After played quiz team, the researcher conducted task. He gave 20 minutes to students to do task. The task consists of 10 error recognition task. The students did the task by them self.

d. Reflecting

In this cycle, the students' improvement on understanding passive voice was more significant. It could be seen from the average improvement score of the test and their enthusiastic in learning process, they were serious and made effort to understand passive voice. Finally the researcher concluded that the students understanding on passive voice more significantly after being given

treatment using quiz team technique since the first cycle until the third cycle.

B. The Students' Improvement of Understanding on Passive Voice After Being Taught Using Quiz Team Technique

1. Students' score of the pre cycle

After conducting the task, the researcher gave scores. Each correct answer was scored 1 and 0 to each wrong answer. The maximum score was 10. Then, after finding the result of the students' task score, the researcher went to analyze the score by using percentage of scoring as follow¹:

$$\text{Score} = \frac{\Sigma \text{right answer}}{\Sigma \text{items}} \times 100\%$$

By using the percentage of scoring above, the researcher had purpose to get the percentage of correct answer to analyze the students' score. Then the researcher used five letters: A, B, C, D and E. to classify the grade of students' score level as presented on the table below.

The test result of pre cycle can be seen in the table below:

Table 1

The result of percentage in the pre cycle as follow:

No	Students Code	Score	Percentage	Letter score	Category
1	A- 1	7	70%	B	Good
2	A- 2	8	80%	B	Good
3	A- 3	4	40%	E	Poor
4	A- 4	3	30%	E	Poor
5	A- 5	5	50%	D	Less
6	A- 6	8	80%	B	Good
7	A- 7	4	40%	E	Poor
8	A- 8	6	60%	C	Fair
9	A- 9	5	50%	D	Less
10	A- 10	6	60%	C	Fair
11	A- 11	5	50%	D	Less
12	A- 12	4	40%	E	Poor
13	A- 13	3	30%	E	Poor

¹ Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan, edisi revisi cet. 6*, (Jakarta Bumi Aksara,2006), p. 236

14	A- 14	7	70%	B	Good
15	A- 15	7	70%	B	Good
16	A- 16	3	30%	E	Poor
17	A- 17	4	40%	E	Poor
18	A- 18	4	40%	E	Poor
19	A- 19	6	60%	C	Fair
20	A- 20	8	80%	B	Good
21	A- 21	5	50%	D	Less
22	A- 22	4	40%	E	Poor
23	A- 23	4	40%	E	Poor
24	A- 24	6	60%	C	Fair
25	A- 25	3	30%	E	Poor
26	A- 26	2	20%	E	Poor
27	A- 27	5	50%	D	Less
28	A- 28	7	70%	B	Good
29	A- 29	7	70%	B	Good
30	A- 30	6	60%	C	Fair
31	A- 31	4	40%	E	Poor
32	A- 32	5	50%	D	Less
33	A- 33	8	80%	B	Good
34	A- 34	3	30%	E	Poor
35	A- 35	5	50%	D	Less
36	A- 36	3	30%	E	Poor
37	A- 37	4	40%	E	Poor
38	A- 38	5	50%	D	Less
39	A- 39	8	80%	B	Good

After that, the researcher was going on to determine the frequency of students' ability; it aimed to give classification to their ability. The frequency of level percentage is divided by the total of respondent (n), and multiplied by the formula was:

$$P = \frac{\sum f}{n} \times 100\%$$

Note P= the percentage of frequency

f=frequency of students' score

n=the total of students

The category of students' ability and their percentage can be seen using the formula. The computation of the scoring of percentage as follow:

Table 2

The category of the students score and their percentage:

No	Interval	Freq	Percentage	Category
1	90%- 100%			
2	70%- 89%	10	25.6%	Good
3	60%- 69%	5	12.8%	Fair
4	50%- 59%	8	20.5%	Less
5	0%- 49%	16	41.1%	Poor
		39	100%	

From the data above, it could be classified that 25.6% or 10 students got good mark, 12.8% or 5 students got fair mark, 20.5% or 8 students got less mark, and 41.1% or 16 students got poor mark.

After calculating the percentage of students score, the researcher calculated the mean to measure the improvement of students' score in every cycle. To know the mean of the students' score in pre cycle using this formula is as follows:

$$X = \frac{\sum f}{n} \times 100\%$$

X = the mean

F = the sum offset score

n = the number of students

The computation of the average of the score is as follow:

$$X = \frac{\sum f}{n} \times 100\%$$

$$X = \frac{201}{39} = \text{Mean} = 5.1$$

From the data above, it showed that the average of the students score in the pre cycle is 5.1. It means that the result was low. The researcher decided to use another technique to make students interested in the teaching learning process in order to improve students' understanding on passive voice. The researcher decided to use quiz team as teaching technique, and use news script as media to facilitate the teaching learning process.

2. Students Score of the First Cycle

The result of the first cycle can be seen in the table below:

Table 3

The results of the first cycle are as follow:

No	Students Code	Score	Percentage	Letter score	Category
1	A- 1	7	70%	B	Good
2	A- 2	7	70%	B	Good
3	A- 3	5	50%	D	Less
4	A- 4	6	60%	C	Fair
5	A- 5	6	60%	C	Fair
6	A- 6	8	80%	B	Good
7	A- 7	5	50%	D	Less
8	A- 8	6	60%	C	Fair
9	A- 9	6	60%	C	Fair
10	A- 10	7	70%	B	Good
11	A- 11	6	60%	C	Fair
12	A- 12	5	50%	D	Less
13	A- 13	5	50%	D	Less
14	A- 14	6	60%	C	Fair
15	A- 15	8	80%	B	Good
16	A- 16	7	70%	B	Good
17	A- 17	6	60%	C	Fair
18	A- 18	5	50%	D	Less
19	A- 19	7	70%	B	Good
20	A- 20	7	70%	B	Good
21	A- 21	6	60%	C	Fair
22	A- 22	5	50%	D	Less
23	A- 23	6	60%	C	Fair
24	A- 24	7	70%	B	Good
25	A- 25	5	50%	D	Less
26	A- 26	3	30%	E	Poor
27	A- 27	6	60%	C	Fair
28	A- 28	7	70%	B	Good
29	A- 29	6	60%	C	Fair
30	A- 30	6	60%	C	Fair
31	A- 31	4	40%	E	Poor
32	A- 32	6	60%	C	Fair
33	A- 33	8	80%	B	Good
34	A- 34	4	40%	E	Poor
35	A- 35	6	60%	C	Fair
36	A- 36	5	50%	D	Less
37	A- 37	6	60%	C	Fair

38	A- 38	6	60%	C	Fair
39	A- 39	9	90%	A	Excellent

From the result of the task above, the writer then classified the students' ability and their percentage using formula. The result of scoring percentage as follow:

Table 4
The category of the students score and their percentage

No	Interval	Freq	Percentage	Category
1	90%- 100%	1	2.5%	Excellent
2	70%- 89%	11	28%	Good
3	60%- 69%	16	41%	Fair
4	50%- 59%	8	20.5 %	Less
5	0%- 49%	11	28%	Poor
		39	100%	

From the data above, it could be seen that 2.5% or 1 students got excellent mark, 28% or 11 students got good mark, 41% or 16 students got fair mark, 20.5% or 8 students got less mark, and 28% or 11 students got poor mark. After that, the writer calculated the mean using the same formula with the previous research. The result of the mean of the first cycle is:

$$X = \frac{\sum f}{n} \times 100\%$$

$$X = \frac{236}{39} = 6.05$$

The result of the mean was 6. 05. It means that the students' score in first cycle could be said successful, But it was unsatisfied yet, because 8 students still got less mark and 11 students got poor mark, so the researcher had to continue to the next cycle.

3. Students' Score of the Second Cycle

The result of the test below:

Table 5
The result of percentage in the second cycle

No	Students Code	Score	Percentage	Letter score	Category
1	A- 1	7	70%	B	Good
2	A- 2	8	80%	B	Good
3	A- 3	6	60%	C	Fair
4	A- 4	6	60%	C	Fair
5	A- 5	7	70%	B	Good
6	A- 6	8	80%	B	Good
7	A- 7	6	60%	C	Fair
8	A- 8	7	70%	B	Good
9	A- 9	7	70%	B	Good
10	A- 10	7	70%	B	Good
11	A- 11	7	70%	B	Good
12	A- 12	6	60%	C	Fair
13	A- 13	7	70%	B	Good
14	A- 14	7	70%	B	Good
15	A- 15	8	80%	A	Good
16	A- 16	9	90%	A	Excellent
17	A- 17	6	60%	C	Fair
18	A- 18	6	60%	C	Fair
19	A- 19	7	70%	B	Good
20	A- 20	8	80%	B	Good
21	A- 21	6	60%	C	Fair
22	A- 22	6	60%	C	Fair
23	A- 23	7	70%	B	Good
24	A- 24	9	90%	A	Excellent
25	A- 25	6	60%	C	Fair
26	A- 26	5	50%	D	Less
27	A- 27	Absent	Absent	Absent	Absent
28	A- 28	9	90%	A	Excellent
29	A- 29	8	80%	B	Good
30	A- 30	7	70%	B	Good
31	A- 31	6	60%	C	Fair
32	A- 32	7	70%	B	Good
33	A- 33	8	80%	B	Good
34	A- 34	6	60%	C	Fair
35	A- 35	8	80%	B	Good
36	A- 36	7	70%	B	Good
37	A- 37	7	70%	B	Good

38	A- 38	7	70%	B	Good
39	A- 39	Absent	Absent	Absent	Absent

Then, the researcher calculated students' score based on the percentage formula to categorize their ability. The result of the scoring percentage as follow:

Table 6
The category of the students score and their percentage

No	Interval	Freq	Percentage	Category
1	90%- 100%	3	8%	Excellent
2	70%- 89%	22	59%	Good
3	60%- 69%	11	28%	Fair
4	50%- 59%	2	5%	Less
5	0%- 49%	-	-	Poor
		37	100%	

From the table 6 above, it could be seen that 8 % or 3 students got excellent mark, 59 % or 22 students got good mark, 28 % or 11 students got fair mark, 5 % or 2 students got less mark. From that result, the researcher could calculate the average (mean) of the score as follows:

$$X = \frac{\sum f}{n} \times 100\%$$

$$\text{Mean} = X = \frac{256}{37} = 6.91$$

The result above showed us that the average of the students test in the second cycle was 6.91. The result of the second was better than the previous one. It means that there were improvements for the students' understanding on passive voice.

4. Students' Score of the Third Cycle

The result of the task as follow:

Table 7

The result of percentage in third cycle

No	Students Code	Score	Percentage	Letter score	Category
1	A- 1	10	100%	A	Excellent
2	A- 2	8	80%	B	Good
3	A- 3	7	70%	B	Good
4	A- 4	6	60%	C	Fair
5	A- 5	8	80%	B	Good
6	A- 6	9	90%	A	Excellent
7	A- 7	7	70%	B	Good
8	A- 8	8	80%	B	Good
9	A- 9	9	90%	A	Excellent
10	A- 10	9	90%	A	Excellent
11	A- 11	8	80%	B	Good
12	A- 12	6	60%	C	Fair
13	A- 13	7	70%	B	Good
14	A- 14	8	80%	B	Good
15	A- 15	10	100%	A	Excellent
16	A- 16	10	100%	A	Excellent
17	A- 17	8	80%	B	Good
18	A- 18	7	70%	B	Good
19	A- 19	9	90%	A	Excellent
20	A- 20	8	80%	B	Good
21	A- 21	6	60%	C	Fair
22	A- 22	6	60%	C	Fair
23	A- 23	9	90%	A	Excellent
24	A- 24	9	90%	A	Excellent
25	A- 25	7	70%	B	Good
26	A- 26	6	60%	C	Fair
27	A- 27	8	80%	B	Good
28	A- 28	9	90%	A	Excellent
29	A- 29	7	70%	B	Good
30	A- 30	8	80%	B	Good
31	A- 31	7	70%	B	Good
32	A- 32	7	70%	B	Good
33	A- 33	10	100%	A	Excellent
34	A- 34	6	60%	C	Fair
35	A- 35	9	90%	A	Excellent
36	A- 36	7	70%	B	Good
37	A- 37	8	80%	B	Good

38	A- 38	8	80%	A	Good
39	A- 39	9	90%	A	Excellent

Then, the researcher calculated students score based on the percentage formula to categorize their ability. The result of the scoring percentage as follow:

Table 8

The category of the students score and their percentage

No	Interval	Freq	Percentage	Category
1	90%- 100%	13	33,3%	Excellent
2	70%- 89%	20	51,3%	Good
3	60%- 69%	6	15,4%	Fair
4	50%- 59%	-	-	Less
5	0%- 49%	-	-	Poor
		39	100%	

From the table above, it could be seen that 33.3% or 13 students got excellent mark, 51. 3% or 20 students got good mark, and 15.4% or 6 students got fair mark. Then, the writer calculated the mean.

$$X = \frac{308}{39} = 7.89$$

So the mean of the students third cycle score was 7.89. It means the students score in this cycle could be categorized as successful because the result of the cycle was there were no students who got less mark or poor mark, so the writer decided to stop in this cycle.

The result of the task from the first cycle until third cycle can be seen in the table 2 below:

Table 2**The result of task from the first cycle until third cycle as follow:**

No	Students code	Pre cycle	Cycle 1	Cycle 2	Cycle 3
1	A-1	7	7	7	10
2	A-2	8	7	8	8
3	A-3	4	5	6	7
4	A-4	3	6	6	6
5	A-5	5	6	7	8
6	A-6	8	8	8	9
7	A-7	4	5	6	7
8	A-8	6	6	7	8
9	A-9	5	6	7	9
10	A-10	6	7	7	9
11	A-11	5	6	7	8
12	A-12	4	5	6	6
13	A-13	3	5	7	7
14	A-14	7	6	7	8
15	A-15	7	8	8	10
16	A-16	3	7	9	10
17	A-17	4	6	6	8
18	A-18	4	5	6	7
19	A-19	6	7	7	9
20	A-20	8	7	8	8
21	A-21	5	6	6	6
22	A-22	4	5	6	6
23	A-23	4	7	7	9
24	A-24	6	9	9	9
25	A-25	3	6	6	7
26	A-26	2	3	5	6
27	A-27	5	6	-	8
28	A-28	7	7	9	9
29	A-29	7	6	8	7
30	A-30	6	6	7	8
31	A-31	4	4	6	7
32	A-32	5	6	7	7
33	A-33	8	8	8	10
34	A-34	3	4	6	6
35	A-35	5	6	8	9
36	A-36	3	5	7	7
37	A-37	4	6	7	8
38	A-38	5	6	7	8

39	A-39	8	9	-	9
Sum		201	236	6.91	308
Average (mean)		5.1	6.05	6.91	7.89
Low score		2	3	5	6
High score		8	9	9	10
Students understanding		26%	33%	68%	85%

Table 10

The result of observation checklist from pre cycle until third cycle as follow:

No		Total of students			
		Pre cycle	Cycle 1	Cycle 2	Cycle 3
1	Paying attention	15	15	25	34
2	Asking questions	2	3	5	5
3	Responding to question	3	5	10	10
4	Accomplishing task	20	23	25	33
5	Being enthusiastic on quiz	15	23	30	37

From the data above, it would be analyzed by calculating the percentage from the checklist as the pattern below:

$$\frac{\text{Sum of checklist}}{\text{Amount of students}} \times 100\%$$

Table 11

The percentage as follow:

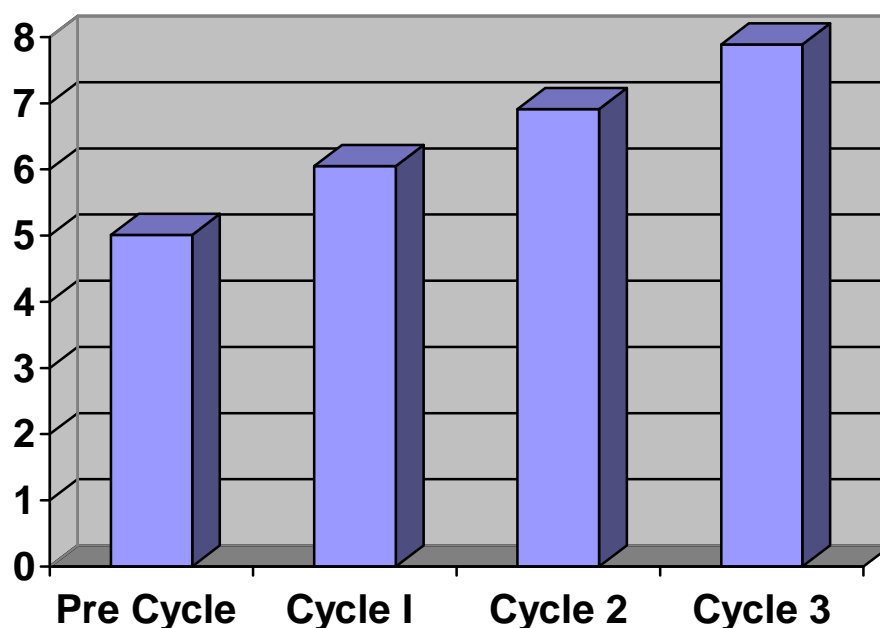
No		Total of students			
		Pre cycle	Cycle 1	Cycle 2	Cycle 3
1	Paying attention	38,4%	38,4%	67,5%	87,1%
2	Asking questions	5,1%	7,6%	13,5%	12,8%
3	Responding to question	7,6%	12,8%	27%	25,6%
4	Accomplishing task	51.2%	58,9%	67,5%	84,6%
5	Being enthusiastic on quiz	38,4%	59%	77%	94,8%

From the some tables above, the use of quiz team technique in teaching passive voice could help students to understand the material. It was proved by the students improvement each cycles. The students improvement of passive voice achieved 85 % after being taught by using quiz team technique. So, this classroom action research in the implementation of quiz team technique to improve students' understanding on passive voice at eleventh grade students of MA Matholi'ul Huda Bugel Kedung Jepara in the academic year 2010/2011 was success. It could be seen from the result of task and the observation checklist in pre cycle and third cycle.

C. Summary

After the researcher implemented quiz team technique in teaching learning passive voice, she got data. There were improvements from the student s' understanding on passive voice. Students were being enthusiastic in teaching and learning process by using quiz team technique. Most of students were active in responded to students or the teacher questions. It was analyzed from each cycle and then the researcher got the result of the classroom action research as followed:

Pre Cycle	Cycle 1	Cycle 2	Cycle 3
5.01	6.05	6.91	7.89
26%	33%	68%	85%



It was the result of students' average score from pre cycle to third cycle. From the table above, we can see that the students improvement of passive voice achieved 85% after taught by using quiz team technique.

There were many factors those influenced the result of study. One of factors was teaching aid or media and technique. When the teacher employed an appropriate teaching aid or media and technique that is suitable with the technique, the students more enjoyed to study.

Based on the result that have been done, it can be described that using quiz team as a teaching technique in the teaching learning process at grade XI IPA.2 students' of MA Matholi'ul Huda Bugel Kedung Jeparu could improve students' understanding on passive voice. Actually, the use of the appropriate teaching media and technique made students easy to understand the material that is delivered by the teacher. Teaching learning used quiz team technique is able to encourage students' understanding. It can stimulate students' to be active.