Jurnal P4I

THE IMPLEMENTATION OF USING FLASHCARDS TOWARDS STUDENTS PASSIVE VOICE MASTERY AT THE SECOND SEMESTER OF THE ELEVENTH CLASS OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

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ABSTRAK

Banyak siswa di sekolah menengah atas hingga perguruan tinggi mengalami kesulitan dalam mempelajari bahasa Inggris terutama tata bahasa. Grammar adalah salah satu komponen bahasa Inggris yang harus dikuasai oleh siswa yang mempelajari bahasa Inggris karena grammar sangat berharga dan penting dalam menggunakan bahasa Inggris. Grammar memiliki banyak item dan passive voice merupakan salah satu item grammar yang sangat penting dan berharga untuk dipelajari. Namun pada kenyataannya, sebagian besar siswa lulusan SMA mengalami kesulitan untuk menguasai passive voice dengan baik. Oleh karena itu, guru harus memperhatikan untuk menggunakan teknik yang tepat untuk mengajar di kelas. Dalam penelitian ini, peneliti mencoba menginvestigasi penggunaan "flashcard" sebagai media pembelajaran dalam pengajaran passive voice. Sampel penelitian ini adalah 36 siswa semester genap kelas sebelas SMA Muhammadiyah 2 Bandar Lampung. Hipotesis dari penelitian ini adalah penerapan flashcard dapat meningkatkan penguasaan passive voice siswa. Dalam penelitian ini, peneliti menggunakan metode eksperimen. Dalam penelitian ini, peneliti menggunakan tes sebagai teknik utama, dia telah melakukan observasi dan penelitian kepustakaan sebagai teknik pendukung. Setelah dilakukan analisis data, peneliti mendapatkan hasil penelitian ini tratio = 7,73 dan ttabel dengan taraf signifikan 1 % yaitu 2,39. Jadi jelas bahwa 7,73 > 2,39 yang mana hipotesis Ho ditolak dan alternatif hipotesis Ha diterima. Berdasarkan hasil tersebut, penerapan penggunaan flashcards dapat meningkatkan penguasaan passive voice siswa dan nilai rata-rata siswa setelah diajar menggunakan flashcards lebih tinggi dari sebelumnya. Jadi, penerapan flashcards dapat meningkatkan penguasaan passive voice siswa.

Kata Kunci: Flashcard, Suara Pasif, Grammar.

ABSTRACT

Many students at senior high school up to university found difficulties in learning English especially grammar. Grammar is one of English components that should be mastered by students who learn English because grammar is very valuable and important in using English. Grammar has many items and passive voice is one of grammar items which is very important and valuable to be learned. But in fact, most of graduate students of senior high school found difficulties to master passive voice well. Therefore, the teacher should pay attention to use the appropriate technique for teaching in the class. In this research, the researcher tried to investigate the use of "flashcard" as a teaching media in teaching passive voice. The sample of this research was 36 students of second semester at the eleventh class of SMA Muhammadiyah 2 Bandar Lampung. The hypothesis of this research is the implementation of flashcard can increase the students' passive voice mastery. In this research, the researcher used experimental method. In this research, the researcher used test as a main technique, she had done the observation and library research as supporting techniques. After analyzing the data, the researcher got the result of this research tratio = 7.73 and ttable with the significant level 1 %, it was 2.39. So it is clear that 7.73 > 2.39 which that hypothesis Ho is rejected and hypothesis alternative Ha is accepted. Based on the result, the implementation of using flashcards can improve students' passive voice mastery and the average score of students after being taught by

using flashcards is higher than before. So, the implementation of flashcards can increase the students' passive voice mastery.

Keywords: Flashcard, Passive Voice, Grammar.

PENDAHULUAN

One of language functions is to communicate, that is why between language and people cannot be separated. Most of people have mastered more than one languages. Actually the major aim of people to master many languages is to make easy in their communication. They also learn English that we know as an international language.

In learning English, we have to master the English skills and English components. The English skills are namely: listening, speaking, reading and writing, and the English components are vocabulary, grammar, pronunciation, spelling, etc. The four skills are the bases of learning English and the English components are taught to support the four English skills.

Grammar is one of English components that should be mastered by students who learn English because grammar is very valuable and important in using English. Leech states that "to use language properly, we of course have to know the grammatical form and structure and their meaning. (Leech, 2002: 9).

Based on the explanation above, it is clear that in learning English the students should master grammar. Grammar has many items and passive voice is one of grammar items which is very important and valuable to be learned in order that the students who learn English are able to use it well either in oral or written form.

Ideally, the students who have graduated from senior high school are able to use English and also they are hoped to be able to master passive voice because they have been learning it for several years. But in fact, most graduated students of senior high school are not be able to master passive voice well. Why is it so? Because they lack of interest in learning grammar, especially tenses, passive voice and other grammar items. This problem is known from the interview with English teacher of SMA Muhammadiyah 2 Bandar Lampung, according to him most of his students like English. But they feel bored and get confused when they are learning grammar, especially passive voice. But there is a reason why the students get confused in learning passive voice. This statement is known from a few students of SMA Muhammadiyah 2 Bandar Lampung, according to them, their teacher is monotonous in teaching. It means the teacher lack of variety in teaching, such as the teacher never uses media or something else to make easy their material understanding. The students, therefore, consider this problem as one of factors which causes why their passive voice mastery is still low.

Based on the statement above, the teacher has to attempt to find the appropriate technique in giving the material. By using an appropriate technique, the teacher will be able to help the students in developing their ability and mastery in English. In this research, therefore, the researcher would like to apply the media which is supposed to be able to develop the students' passive voice mastery. The researcher, in this case, has chosen flashcard as an appropriate medium in teaching passive voice which is supported by Harmer that "flashcards are particularly useful for drilling grammar items, for cueing different sentences or practicing vocabulary". (Jeremy Harmer: 2001: 134)

Based on the explanation above, it needs to be investigated because we can know the students' difficulties and the factor of why the students are not interested to study passive voice. The researcher will conduct the research at senior high school because we know that the output of senior high school students are hoped to be able to continue their study in university. Besides, they are also hoped to be able to get job for those who do not continue their study. And English is one of requirements that should be mastered in getting a job or study. How can they use English well without mastering grammar especially passive voice? The teacher, however,

in using media should know about it in details, either its procedures or its goals. Exactly there are many kinds of media to teach passive voice. But, no one of them is the best. It means that the media can be appropriate according to the teachers' ability in using it. In this research, the researcher would like to use teaching media in teaching passive voice, that is flashcard.

METODE PENELITIAN

This research does not focus on the students' product of learning, but on the process of teaching and learning. In this research, therefore, the researcher uses experimental method. The population of this research is all of students at the second semester of the eleventh class of SMA Muhammadiyah 2 Bandar Lampung. The total of the population are 191 students that consist of 5 classes. The sample was taken from one class of the second semester of the eleventh class which consists of 39 students.

This study uses quantitative research. Data collection techniques using test results. Data analysis techniques using statistical test t. The test questions consist of 40 multiple choice items. Before being given the test questions, they will be tested for reliability, validity, discriminating power, and item difficulty. The experimental class will be tested using Flashcards. In the control class, conventional learning will be used.

HASIL DAN PEMBAHASAN

After analyzing the data, the researcher has got the average rates and variance of them. To prove the hypothesis that the implementation of flashcard can increase students' passive voice mastery at the second semester of the eleventh class of SMA Muhammadiyah 2 Bandar Lampung, the researcher tried to see the result of t_{test} of t_{ratio}. And to prove the hypothesis that the average score of students' passive voice mastery who are taught by using flashcard is higher than before they are taught by using flashcard, the researcher also tried to see the result of t_{test} and t_{ratio}.

The Testing of The Equality of Two Average Score

The hypothesis are

H_o : $\mu_1 = \mu_2$ (The Implementation of flashcard can not increase student's passive voice mastery).

H_o : $\mu_1 \neq \mu_2$ (The Implementation of flashcard increase student's passive voice mastery)

Criterion test :

Accepted H_o if $t_{table} < t_{ratio} <$ with $d_r = n_1 + n_2 - 2$ besides that H_o is rejected. The research, by looking G table got the result as follow for a=5% and t_{table}= 2.00. For a=1% and then t_{table} = 2.66

Based on the distribution list with d_f = 70 obtained $t_{0.975}$ or significant level 5% and $t_{0.995}$ of significant level 1% is equal 2.00 and 2.66 (t_{table}). Based on the good examination criterion for the significant level 5% and 1% Ho was rejected. So, it can increase students' passive voice mastery at the second semester of SMA Muhammadiyah 2 Bandar Lampung in 2008/2009.

The Testing of the Difference of Two Average Score

The Hypothesis are:

H_o : $\mu_1 = \mu_2$ (The average score of students' passive voice mastery who are taught by using flashcard is the same as before they are taught by using flashcard).

H_o : $\mu_1 \neq \mu_2$ (The average score of students' passive voice mastery who are taught by using flashcard is higher than before they are taught by using flashcard).

Criterion test:

Accepted Ho if t_{ratio} < t_{table} with d_f = n_1 + n_2 - 2 Ho rejected if t_{ratio} has nother values. The researcher, by using looking G table got the result as follows For a = 5% and the result is t_{table}=1.67. For 1% and then t_{table} = 2.39. Price obtained is 7.73 and then consulted into students' distribution list. From the distribution of the list with d_f = 70. Obtained the $t_{0.95}$ = 1.67 and $t_{0.99}$ = 2.39, it means that Ho is rejected and Ha is accepted.

Discussion

Media is a learning instrument, also at the school level base. The word media comes from the Latin and is a form plural of the word "media". The word literally means intermediary or delivery of messages from the sender to the recipient of the message. According to Rohan (2019: 4), media is an intermediary or intermediary for messages from sender of the message to the recipient of the message.

The learning environment is a method or learning tool teach. The aim is to stimulate the learning model in order to support the success of the teaching and learning process, so learning process effectively achieve the desired goals. Aghni (2018: 34) The word media comes from the Latin, namely medius which literally means "middle", "middleman" or "presentation". Broadly speaking, media are people, materials, or events that create conditions that allow students to acquire knowledge, skills, or attitudes. Mass media as an intermediary from information sources to information recipients. Some definitions

The role of media in learning activities is part which greatly determines the effectiveness and efficiency of achieving goals learning. Susilana., et al. (2008: 10) The task of learning media can be emphasized as follows:

1) Utilization of the learning environment is not a function additional, but has its own function for create more effective learning situations.
2) The learning environment is an integral part of the whole learning process, meaning the learning environment are components that do not stand alone but are related with other components to create learning situations which are expected.
3) The use of the learning environment must be relevant to competence to be achieved from the learning content Alone. This function demands that learning goes through media use always keep in mind the importance of expertise and teaching materials.
4) The learning environment is not intended for entertainment, so it should not be used for games or for attract the attention of students.
5) Learning from the media can accelerate learning. With this feature, the learning environment allows participants students record objectives and learning materials more easy and fast.
6) Learning media improves the quality of the learning process teaching, in general the learning outcomes of students takes a long time to form with learning environment assistance, so the quality of learning be very important.
7) The learning environment creates a concrete basis for think and thus can reduce the view words.

Flashcard is a game card that is done in a way show pictures quickly to trigger the brain to be able to receive the information contained on the card, and very effective to help learn to read, write, recognize numbers and recognize letters.

Noviana (2020: 38) explains that images are on Flashcards help students remember something related to Flash Card content. Lindawati (2018: 61) explains that Flashcard can be configured big or small. Flash Cards are visual media consisting of 2 parts in the form of cards consisting of of related pictures and words. Image on FlashCard is a learning tool to convey message presented with the meaning or explanation of the image added on the back of each card (Fauziah 2016: 2), meanwhile Febriyanton (2019: 110) states that the media Flashcard is a simple card-shaped media allows the teacher to convey the content of the material in a way that simple, but allows students easily recognize the pictures and the writing Flashcard media explains Susilana (2020: 24) Flashcard is a learning aid in the form of picture cards with size 25x30 cm. Drawings made by hand or from photographs, or use an existing image or image glued to the memory card sheet. Based on the description above It can be said that flashcard is

a card-shaped media pictorial formed from photographs or drawings, in parts The back still has information according to the picture on the card memory.

Suryana (2020: 125) states that flashcards are wrong one form of educational games in the form of cards containing pictures and an expression that Doman purposely made to enhance various aspects including: Develop memory, practice independence and expand vocabulary. Index cards are a set of cards that contain the terms or combination of terms and pictures. Useful for learning media read and recognize shapes, objects, animals, mathematics and other activities.

Ardiyanti (2018: 78) Flashcard is a learning aid in the form of picture cards designed to help beginners in memorize learning material more easily with shows the picture on the front and the meaning or explanation picture on the back. This media can be a solution for overcome the boredom of learning a new language.

Based on the analysis of the data and hypothesis test above, the result of the calculation shows that the hypothesis (Ho) is rejected and alternative (Ha) is accepted. Therefore, the researcher can prove that by using flashcard towards students' passive voice mastery is one of technique that can motivate students to learn English, especially in teaching passive voice through flashcard. It means that the implementation of using flashcard can increase students' passive voice mastery.

KESIMPULAN

Based on the result of the data analysis, the researcher would like to take some conclusions as follow:

1. There is positive and significant influence of flashcards towards students' passive voice mastery. In addition, the implementation of using flashcards can increase students' passive voice mastery at the second semester of the eleventh class of SMA Muhammadiyah 2 Bandar Lampung. It consists with the data analysis conclusion of the test which tratio > ttable (tratio = 7.73 and ttable = 2.39)

2. The average score of students' passive voice mastery who are taught by using flashcards is higher than before. (Post-test = 62 and Pre-test = 41.28).

3. Flashcard is a good media and it can be a suitable technique in teaching passive voice because this technique can make material more memorable and interesting. Therefore, the students will be interest, active and creative.

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