

THE IMPLEMENTATION OF QUIZ TEAM TECHNIQUE TO ENHANCE STUDENTS' COMPREHENSION IN CHANGING ACTIVE TO PASSIVE VOICE AT SMA NEGERI 8 MANADO

CLARISSA E. BOHAM, MEITY C. MUNTUUNTU, RINNY S. RORIMPANDEY

Universitas Negeri Manado
Correspondance author: meitymuntuuntu@unima.ac.id

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Abstract: This research aims to evaluate the use of Quiz Team Technique in enhancing students' comprehension in changing active to passive voice at SMA Negeri 8 Manado. A quasi experimental design was used in this research, employing a quantitative approach. The subject of this research was class eleventh-grade students at SMA Negeri 8 Manado. Class XI C was an experimental class, while class XI D became a controlled class. Data were collected through pre-test and post-test. The result of data analysis showed any difference between the total score of pre-test in experimental class was 1.050 and controlled class was 970. Meanwhile, in post-test showed the score of the experimental class was 2.610 and the controlled class was 1.945. This research calculated the effectiveness of Quiz Team Technique using SPSS version 26. The result showed that the effect of Quiz Team Technique with sig. (2 tailed) of $.000 < .005$. the alternative hypothesis (H1) was accepted, while the null hypothesis (H0) was rejected. Based on this research, it can be concluded that the use of Quiz Team Technique was considered effective in enhancing students' comprehension in changing active to passive voice.

Keywords: *Quiz Team Technique, Enhance, Changing, Active Voice, Passive Voice*

INTRODUCTION

Language is an important thing for people to have communication or get interaction in life (Liando et al., 2022). Listening, speaking, reading, and writing are four basic skills that must be mastered by everyone who learns language (Rorimpandey, 2022). Skill in a language not only helps in self-expression, but also forms the basis of effective communication in various contexts. Besides that, one

important aspect of language acquisition is proper grammar, which forms the basis of sentence structure and correct word usage.

Grammar emerges as an important basis for building precise and coherent expressions of meaning in mastering a language. Without knowing grammar, we are not able to master the language well (Liow et al., 2022). Grammar plays a central role in ensuring messages are conveyed clearly and concisely. In this context, the conversion from active to passive voice is of primary concern. Although it may seem simple, this transition is often a difficult time for many students.

In linguistics, the term of "grammatical voice" is used to describe a relationship between the subject of a sentence and the action conveyed by the verb. In English, there are two main voices namely active and passive voice. According to Darohim (2020), passive voice is one of the grammar concepts that students should learn. In passive voice, the verb's action is received by the subject.

The primary focus of this research is to address a specific linguistic challenge face by students, which is the transition from active voice to passive voice, particularly within the context of past tense. According to Thornbury (2016), simple past is one of English most straightforward and most commonly used grammatical forms. It can also be said that the simple past is a sentence pattern used to show an event that happened in the past. In changing active to passive voice, students may encounter challenges in identifying changes in subject and object, understanding the use of auxiliary verbs, or recognizing changes in tense (time) within the sentences. So, the researcher wants to enhance students' comprehension in changing active to passive voice in simple past tense through Quiz Team Technique.

In the context of learning language, the traditional methods of teaching grammar including changing active to passive voice, have often fallen short in engaging students effectively. So, the researcher employed the Quiz Team Technique to solve this problem. Quiz Team Techniques is an educational style where students are separated into several groups. Every group talked about their

material, gives instructions, and asks each team questions. The Quiz Team Technique is an effective way to inspire students. So when learning with this method, the students received the material better. Using Quiz team technique can enhance students comprehension while fostering responsibility through engaging activities (Silberman, 2009).

Based on researcher observation at SMA Negeri 8 Manado, the researcher found that there were still many students who experienced difficulties in learning grammatical voice. One of the problem is students' struggles with transforming active voice into passive voice. They may have difficulty recognizing subject and object changes, understanding the use of auxiliary verbs, and recognizing tense changes within sentences. Referring to the statement provided, the researcher carries out a study about "*The Implementation of Quiz Team Technique to Enhance Students' Comprehension in Changing Active To Passive Voice at Eleventh Grade of Senior High School at SMA Negeri 8 Manado.*"

RESEARCH METHOD

The research method employed in this study is a quasi-experimental approach. Cook & Campbell (2002), states that quasi-experimental offer a practical method to examining causal relationships when random assignment is not possible or would be unethical, making it a valuable tool in educational and social research.

Quantitative research has three types of designs which are experimental research, correlational research and survey research. This research used experimental as the research design. Experimental design, as known as group comparison studies, is a procedure that research assesses whether an activity occurs makes a variation in outcomes for participants. (Creswell, 2012). In this design, the experimental class was given the treatment, while the control class was not subjected to it.

This research aimed to provide treatment to the experimental group using Quiz team technique. Afterward, the researcher observed the result through test.

Subject of the Research

The subjects of this research include the students from eleventh grade of SMA Negeri 8 Manado. This research includes two classes, XI C as the experimental class and XI D as the control class. The sample of the research are all students of class XI C (34) and Class XI D (34), namely 78 students.

Instrument of the Research

According to Creswell (2012), an instrument is a device used to employed to gauge, observe, or record quantitative data. Before using a research instrument, it undergoes rigorous testing to assess its validity and reliability. This process ensures that the instrument consistently produces accurate and precise results, allowing the researcher to draw valid and reliable conclusions. To gather the data, the researcher used a multiple choice questionnaire. The multiple choice questionnaire consisted of 20 questions about active and passive voice. Before students receive treatment, a pre-test is administered to determine their performance level. Students will receive a post-test to determine their performance after treatment.

Data Collections

During the initial meeting, the researcher provided a pre-test to assess students' ability to distinguish between the experimental and controlled class. During the pre-test, the researcher delivered a pre-test of 20 questions to the students. After that, the researcher gave treatment. In experimental class got quiz team technique and controlled class not used quiz team technique. The post-test was conducted after the treatment was completed. It aimed to find out whether the Quiz Team Technique improved students' in changing active to passive voice in simple past tense.

Data Analysis

This research used normality tests, homogeneity tests, and t-tests to analysis the data performed using IBM SPSS software version 26. Normality test checked if the data exhibited a normal distribution. Next, homogeneity test, If the Sig. value was greater than 0.05, the variances are homogeneous. If it was less than 0.05, they were not and the last t-test determined if a significant difference was found between the means of the two groups. If A sig. (2-tailed) value less than 0.05 indicated a significant difference, while a value greater than 0.05 indicate no significant difference.

FINDINGS AND DISCUSSION

Data Description

The researcher obtained the data result of students comprehension in changing active to passive voice through pre-test and post-test in both classes. Data was collected by giving a test of 20 questions. The research findings are displayed in table forms as shown below:

Table 1. Students' Pretest and Posttest score in experimental class

No	Name	Pre-Test	Post-Test
1.	Student AED	35	80
2.	Student AVJG	30	90
3.	Student CAR	30	65
4.	Student CVT	25	80
5.	Student CK	30	75
6.	Student CGT	25	85
7.	Student ECB	35	65
8.	Student EREK	30	85
9.	Student ES	45	80
10.	Student FGM	20	70
11.	Student FVP	30	75
12.	Student GTS	30	85
13.	Student GAR	35	55
14.	Student IJVK	15	75
15.	Student JCR	25	70

16.	Student	LET	45	90
17.	Student	LPS	35	80
18.	Student	LEBM	20	75
19.	Student	MKV	25	60
20.	Student	MAMT	35	70
21.	Student	MST	35	65
22.	Student	MAS	25	75
23.	Student	MF	35	85
24.	Student	NAMB	20	90
25.	Student	NAPS	30	80
26.	Student	RBCS	35	85
27.	Student	RYP	40	80
28.	Student	RES	30	70
29.	Student	RNR	30	75
30.	Student	RDI	35	80
31.	Student	TMW	50	75
32.	Student	TLTP	30	70
33.	Student	TS	30	90
34.	Student	YVRD	25	80
Total			1.050	2.610

Table 1 outlines the pre-test and post-test scores for the experimental group (Class XI C). The pre-test results show the highest score was 50 and the lowest was 15. After the intervention, the post-test scores significantly improved, with the highest reaching 90 and the lowest increasing to 55.

Table 2. Students' Pretest and Posttest score in controlled class

No	Name	Pre-Test	Post-Test
1.	Student ADA	55	65
2.	Student AK	25	45
3.	Student ACCW	20	55
4.	Student AK	30	65
5.	Student AW	25	50
6.	Student CAH	30	45
7.	Student DSSI	35	50
8.	Student EEK	25	55
9.	Student EN	30	50
10.	Student FDP	35	65
11.	Student FAS	25	70

12.	Student JM	45	45
13.	Student JTS	30	50
14.	Student JVSL	20	55
15.	Student KGK	40	55
16.	Student KCSR	20	50
17.	Student KPK	25	60
18.	Student LYP	15	45
19.	Student MCWL	25	45
20.	Student MRB	30	55
21.	Student NPS	20	55
22.	Student NAL	30	50
23.	Student NOT	35	65
24.	Student NIL	30	65
25.	Student NKR	20	65
26.	Student NMA	40	50
27.	Student NL	25	55
28.	Student OOP	25	75
29.	Student PSP	35	60
30.	Student RDN	20	65
31.	Student RL	30	65
32.	Student TAM	25	60
33.	Student TAL	15	65
34.	Student YSM	35	75
Total		970	1.945

Table 2 presents the pre-test and post-test results for the controlled class (XI D). The table reveals that the highest score on the pre-test was 55, while the lowest score was 15. In contrast, the experimental class recorded a highest score of 75 on the post-test and a lowest score of 45.

Data Analysis

This study was analyzed by using T-test in IBM SPSS software version 26. The data should be analyzed Normality test, Homogeneity test and T-test. The outcomes of data analysis can be viewed below :

Table 3. Normality test of pre-test experimental and controlled class

		Tests of Normality					
		Kolmogrov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Experimental	.172	34	.012	.941	34	.067
Pre-test	Controlled	.167	34	.018	.924	34	.022

Based on table 3, the significance value of Kolmogorov-Smirnov in experimental Class was 0.012, while in Controlled Class was 0.018. As a result, both of the significance values were higher than 0.005. It can be said that the data from pre-test in experimental and controlled class were distributed normal.

Table 4. Normality test of post-test experimental and controlled class

		Tests of Normality					
		Kolmogrov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Experimental	.144	34	.073	.952	34	.141
Post-test	Controlled	.167	34	.017	.921	34	.017

From Table 4, the significance value of Kolmogorov-Smirnov in Experimental Class was 0.073, while in Controlled Class was 0.017. As a result, both of the significance values were higher than 0.005. It can be said that the data of post-test in experimental and controlled class distributed normal.

Table 5. The Homogeneity test of Pre-Test

Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
Based on Mean		.603	1	66	.440

	Based on Median	.823	1	66	.367
Result	Based on Median	.823	1	66.844	.367
Pre-Test	and with adjust df				
	Based on trimmed mean	.647	1	66	.424

Table 5, shows that the significance homogeneity test of the experimental and control class based on the mean is 0.440. The pre-test result data is homogeneous due to the significance value is higher than the significance level (0.005). This implies that the data of the experimental and control classes are homogeneous.

**Table 6. The Homogeneity test of Post-Test
Test of Homogeneity of Variance**

		Levence Statistic	df1	df2	Sig.
	Based on Mean	.127	1	66	.723
	Based on Median	.014	1	66	.907
Result	Based on Median and	0.14	1	65.965	.907
Pre-Test	with adjust df				
	Based on trimmed mean	.103	1	66	.749

According to Table 6, the significance homogeneity test of the mean of the post-test of the experimental and control classes is 0.723. The data of the post-test result is homogeneous because the significance value is higher than the significance level (0.005). This indicates that the post-test data of the experimental and control classes are homogeneous.

Table 7. The result of T-test Calculation

Group Statistics

Result	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental	34	76.76	8.780	1.506
	Controlled	34	57.21	8.721	1.496

Table 7 presents the post-test scores for both the experimental and control classes, which consisted of the same 34 students. The experimental class had a mean score of 76.76, whereas the control class had a mean score of 57.21. This indicates that the experimental class performed better than the control class.

Table 8. The result of Independent Sample Test

Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Result	Equal variances assumed	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of difference	
Post-test	Equal variances not assumed								Lower	Upper
	Equal variances assumed	.127	.723	9.216	66	.000	19.559	2.122	15.322	23.796
	Equal variances not assumed			9.216	65.997	.000	19.559	2.122	15.322	23.796

Table 8 shows that the independent sample T-test resulted in a p-value of 0.000, which is less than 0.005. This means the null hypothesis (H0) was rejected,

and the alternative hypothesis (H1) was accepted. Therefore, using the quiz team technique was effective on improving students' comprehension in changing active to passive voice at SMA Negeri 8 Manado.

Discussion

The Quiz Team Technique was an effective approach used in the class to teach Active and Passive Voice. This approach helped students learn about how to change Active voice to Passive voice, particularly in simple past tense. By working together in teams, students became more actively and creatively engaged, leading to greater participation and involvement in the learning process.

This research discovered that both classes tended to face similar challenges, particularly They have issues transitioning from active to passive voice. So, the researcher employed Quiz Team Technique to enhance students comprehension in transforming active to passive voice in simple past tense. But before applying Quiz Team Technique, the researcher applied a pre-test to assess the extent of students comprehension in transforming active to passive voice. Based on the pretest outcomes, the experimental class had a minimum score of 15 and a maximum score of 50. The control class had a minimum score of 15 and a maximum score of 55. After four sessions of treatment, the researchers evaluated the efficiency of the test group technique in improving students' understanding of the transition from active to passive in the simple past tense. Based on the findings of the post-test, the students in the experimental class performed better; the maximum score was 90 and the minimum score was 55. The control class had a maximum score 75 and a minimum score 45.

The results above are consistent with earlier research. Zainal Arifin (2012), in his study titled *"The Use of Quiz Team Technique to Improve Students' Understanding of Passive Voice at the First Grade of MA Matholi'ul Huda Bugel Kedung Jepara,"* The study found that the quiz team technique was successful in improving students' understanding of passive voice. Before using the technique,

students had limited understanding, but after using it, their understanding of passive voice improved significantly. Using the quiz team technique can develop students' accountability in an interesting way.

The researchers concluded that the outcomes of this study revealed that students' performance improved after employing the quiz team technique. In the experimental classroom, which showed that it was effective in improving students' understanding of active expression of passive in simple past tense. Therefore, this method can be effectively used in English teaching, especially in the teaching of active and passive voice. In addition, the researcher also adopted the question-and-answer team technique as a teaching approach.

Conclusion

The outcomes of this research reveal that the overall score of the experimental class increased from 1.050 to 2.610 after use quiz team technique. In contrast, the score of the control class improved from 970 to 1.945 without using quiz team technique. The significance value (Sig. (2-tailed)) was 0.000, which was lower than the alpha level of 0.050, resulting in The null hypothesis (H0) has been dismissed, while the alternative hypothesis (H1) has been confirmed. This indicates that the application of the quiz team technique effectively improved students' understanding of active and passive voice in SMA Negeri 8 Manado.

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