This research was conducted to find out that the use of transformational drill technique was effective to improve the students’ ability in learning passive voice. The research was pre-experimental research. The sample of the research was the tenth grade students of SMK Muhammadiyah 1 Palu that consisted of 29 students. The researcher employed total sampling technique. The researcher used two instruments, namely test and questionnaire. The data were analysed by statistical analysis. The result of data analysis show that the t-counted (13.9) was greater than the t-table (1.70). In short, transformational drill technique is effective to teach passive voice at the tenth grade students of SMK Muhammadiyah 1 Palu.

Key words: Passive Voice, transformational drill technique.

INTRODUCTION

By looking at the developing science and technology, language has an important rule for human life. By using language people can express their ideas, emotions, and desires, and it is used as a medium to interact with one another to fulfil their daily needs. English has been the most important language in international communication. People all over the world speak the language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set the language as one of the compulsory subject studied at schools. One of the efforts to
organize quality education is as mandated by UU no.20 years 2003, pasal 50 (3) "The government and / or local governments need to organize at least one unit of education at all levels of education to be developed into educational units international". According to Depdiknas, (2007: 1) Development of international schools is intended to improve the competitiveness of Indonesian nation in the international forum.

Based on KTSP (Kurikulum Tingkat Satuan Pendidikan), the students are expected to master those four skills in order to be able to use English communicatively. The aim of KTSP will not be successfully achieved if the language teaching does not consider the language components such as grammar, vocabulary, spelling, and pronunciation. One of the important language components is grammar. Therefore, grammar needs to be mastered by the students since it is the basic rule of language.

In the educational unit level curriculum, teaching grammar is taught implicitly, it means that the teaching of grammar is taught along with other materials that appear during the learning time, or independently. By mastering the grammar the students will be easier to master the four skills in English.

Learning English grammar is important because it is the key for us to communicate with other persons especially with foreign people because English is foreign language for us. According to Ur (1981:2), “it is worth nothing here that if communication practice is one of the most important components of the language learning/teaching process; it is also one of the most problem”.

Some students think that grammar is a boring subject. When they learn English they try to avoid the grammar because it is confusing and hard to understand. Students who are lack of knowledge in grammar, of course, will get confused why the verb of a setences must change, either in present or past. Beside, they will also wonder why there is a sentence which is in passive form, etc. In order to make them not confused anymore, they have to master grammar. By mastering grammar, they will understand the rules and know how the sentences are constructed.

There are many aspects discussed in English grammar. One of them is passive voice. According to Dixon (1986:150), “the passive voice is formed by using the verb to be, used as an auxiliary and the past participle of the main verb”.

In English, as in many other languages, the passive voice is a grammatical voice in which the subject receives the action of a transitive verb, Passive voice emphasizes the process rather than the one who is performing the action, or Passive verb. Refers more generally to verb using this construction and the passages; that means it does not have the one – word form, but consist of an auxiliary verb plus the past participle of the transitive verb. The auxiliary verb usually is a form of the verb, but other auxiliary verb, such as get, is sometimes used. The passive voice can be used in any number of tenses.

Students usually make mistakes or errors in using ‘be’ (is, am, are, was, were) as a main verb or auxiliary verb corresponded with the subject as its attendance in a sentence. Therefore, when they
change an active sentence into a passive one, they should be careful with the transformation of “be” because there is no such “be” or auxiliary verb in their native language (Indonesian language) in “be” transformation from the active voice to the passive one.

When the researcher did PPL in SMK Muhammadiyah 1 Palu, she found that many students were still confused in constructing passive voice forms. They got difficulty to catch and understand the use of passive voice. Hence in forming passive voice, there were some students who still made errors in the pattern, either in changing subjects and objects or in using relative pronouns by using the correct tenses. Therefore, This is the reason why the researcher chose the tenth grade students of SMK Muhammadiyah 1 Palu because they still feel difficult to differentiate the change of sentence in passive voice of simple present and past tenses. Besides, this technique was not applied yet to teach the students in teaching passive voice.

Based on the background above, the researcher conducted research in teaching passive voice through transformational drill technique to improve the students’ ability in passive voice of simple present and past tenses. Transformational drill is one of the kinds of drill which can transform or change a sentence. Hopefully, it would be helpful for the students to understand passive voice of simple present and past tenses.

METHOD

Research Design

The researcher used experimental research. The researcher gave a treatment to the object of the research by applying approaches, methods, techniques, even strategies to try their effectiveness.

The researcher gave pre-test before applying the technique. It is for getting information of students’ ability in passive voice of simple present and past tenses before giving the treatment. After giving the treatment, the researcher conducted post-test to find out the result of the strategy that has been applied.

Population and Subject

Population

Population is a general object of the research was investigated. In this research, the population is the tenth PBS (Perbankan syari’ah) grade students of SMK Muhammadiyah 1 Palu that consists of 1 class. The number of the students were 29.

Sample

The researcher used total sampling technique in doing the research. It means that the number of population is similar with the number of sample. The sample of this research was the tenth grade students that consist of 29 students.
FINDINGS

The Result of Questionnaire

Questionnaire is administrated to the student to find out the students’ perspective toward the learning of Passive voice through transformational drill technique. It consist of eight questions which was given before the Pre-test and the treatment. The sample filled out the questions and chose one of the two choices. The result is presented below:

- **Responses concerning the knowledge in passive voice**
  
  In the responses concering shows that more than half of the students did not know passive voice sentence. This objective response is supposed to be an input to English teacher to introduce passive voice sentence to the students.

- **Responses in making passive voice**
  
  The researcher may assume if passive voice is not taught repeadly (72%), the English teacher must give the students more opportunity to practice the passive voice.

- **Responses of concerning passive voice learning**

<table>
<thead>
<tr>
<th>o</th>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is passive voice important?</td>
<td>Yes</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>29</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

100% students said that passive voice was important for them. So, the teacher is required to give them more knowledge about the use of passive voice.

- **Responses in using passive voice**

<table>
<thead>
<tr>
<th>o</th>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did you practice passive voice when you write down a story in a</td>
<td>Yes</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>context?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Although 79% the students did not use passive voice in making a story in a paragraph. The teacher is required to give the students more exercises about the use of passive voice in making a paragraph.

- **Responses in learning passive voice uses the technique**

<table>
<thead>
<tr>
<th>o</th>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Did you get more easy in learning passive voice through transformational drill technique?</td>
<td>Yes</td>
<td>26</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td><strong>29</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Based on table above 90% the students’ answered easy to learn passive voice using transformational drill technique. Exactly, most of the students were interested to learn in more.

- **Responses about the knowledge of the technique**

<table>
<thead>
<tr>
<th>o</th>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Did transformational drill technique had been given by your teacher previously?</td>
<td>Yes</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>22</td>
<td>76</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td><strong>29</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The table above indicated that more than half the students’ answered that their teacher seldom used transformational drill technique to teach in learning process

- **Responses the important of the technique in learning passive voice**

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Did transformational drill technique help you in learning passive voice?</td>
<td>Yes</td>
<td>28</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>29</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above shows that the students were feel easy in learning passive voice because transformational drill technique help them to learn.

- **Responses about the technique**

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Did you know transformational drill technique previously?</td>
<td>Yes</td>
<td>11</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>18</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>29</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above indicates that more than half the students’ answer did not know the technique. So, the teacher must creatively to create the technique related with the topic.

Based on the questionnaire above the researcher conclude that most of the students did not know about passive. most of them not yet understand about transformational drill technique.

**The Result of Test**

The results of computation show that the mean score of the students on the pre-test (2.72) was lower than the mean score of the students on the post-test (5.79). it means that the ability in learning passive voice of the students before treatment was lower than the ability in learning passive voice of the students after treatment. Here, the researcher concluded that teaching passive voice through transformational drill technique was very effective to improve the students’ ability in constructing passive voice sentence by presenting the results of pre-test and post-test.
Having computed the mean scores in pre-test and post-test, the researcher computed the deviation and square deviation on pre-test and post-test scores.

DISCUSSION

To know the hypothesis of the research accepted or rejected, the researcher tested the hypothesis. It is intended to find out the effect of the treatment given to the students.

The criteria of testing hypothesis are as follows: if t-counted value is higher than t-table value, the alternative hypothesis is accepted. On the contrary, the alternative hypothesis is rejected if t-counted value is lower than t-table value. In line to this research, the alternative hypothesis was accepted. It means that, the use of transformational drill technique was effective to teach passive voice to the tenth grade students of SMK Muhammadiyah 1 Palu. In other words, the treatment applied has significant effect toward the improvement of students ability.

After analyzing the data from the two instruments of this research, the researcher found that the result of test given had significant differences. The test showed the result of pre-test value (2.72) was lower than post-test value (5.79). It indicated that the treatment applied was effective to improve the tenth grade students of SMK Muhammadiyah 1 Palu.

Another instrument of this research was questionnaire. It was given to the students before applying pte-test and treatment. The questionnaire consisted of eight numbers; four numbers asking about the passive voice and four numbers asking about transformational drill technique. The result of questionnaire showed that most of the students did not know about passive. It can be seen from the percentage of questionnaire given in research finding. In addition, most of the students did not understand about transformational drill technique. Even though the technique had ever applied to them in learning process. The result of questionnaire could support the researcher to know students ability in learning passive voice before applying treatment.

To prove the hypothesis discussed previously, the researcher analyzed the data by using the t-test formula. The researcher found that the t-counted value was 13.9. To know the test significant difference, the researcher computed the value of t-counted (13.9) with t-table (1.70). by applying 28 of degree of freedom (df) N-1 = 29-1 with 0.05 level of significance. The researcher found out that the t-counted value was higher than t-table value. It means that, the hypothesis of this research was accepted. It proved that the transformational drill technique was a good technique and effective to improve the ability of the tenth grade students of SMK Muhammadiyah 1 Palu in learning passive voice.

CONCLUSION AND SUGGESTION

Conclusion

The researcher find out that the tests given had significance. It could be seen from the result of pre-test and post-test. They have significant difference namely 2.72 (Pre-test) and 5.79 (Post-test).
The pre-test was given before applying the treatment and the post-test was given after applying the treatment. In addition, the researcher also used questionnaire to support the data of this research. The questionnaire was only given before conducting the pre-test and the treatment. The students of the tenth grade of SMK Muhammadiyah 1 Palu do not understand about the passive voice. They do not understand what passive voice is, even they could not make passive voice.

After gathering and analyzing the data, the researcher concludes that teaching passive voice could be improved by transformational drill technique. This case could be proved by knowing the result of the pre-test and the post-test where the mean score of the post-test was higher than the mean score of the pre-test. It also could be proved by computing the t-counted value where the t-counted value was higher than the t-table value. It means that the use of technique solve the difficulties that happened that most of students did not know correct passive voice. Using transformational drill technique is an alternative way to help the students to understand better in studying passive voice.

**Suggestion**

The researcher would like to give some suggestions that might be useful for students and English teachers. First, Select the appropriate method, technique or strategy in learning is very important, because each method, technique or strategy has advantages and disadvantages. Teaching passive voice through transformational drill technique is more useful for all of the students and make them more enthusiastically. Second, students have to practice and improve their English grammar especially in learning passive voice through transformational drill technique as an alternative way to express their imagination and to get more ideas and information. This technique is necessary to do more exercise to improve students’ grammar especially in learning passive voice.

**REFERENCES**


