

**THE USE OF PASSIVE VOICE APPLICATION IN ENGLISH CLASS AND
THE STUDENTS' PERCEPTION AT MAN 1 SIDOARJO**

THESIS

Submitted in partial fulfillment of the Requirement the degree of
sarjana Pendidikan (S.Pd) in teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By:

Siti Chodijah

D75219049

Supervisor I

Drs. Muhtarom, M.Ed, Gred, Dip. Tesol

Supervisor II

H. Mokhamad Syaifudin, M.Ed, Ph.D

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SUNAN AMPEL STATE ISLAMIC UNIVERSITY

SURABAYA

2023

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama : Siti Chodijah
NIM : D75219049
Jurusan/ Program Studi : Pendidikan Bahasa / Pendidikan Bahasa Inggris
Fakultas/Prodi : Tarbiyah dan Keguruan

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang saya tulis ini benar-benar hasil karya saya sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika dalam penulisan karya ilmiah yang ditetapkan oleh jurusan.

Demikian pernyataan ini dibuat sebenar-benarnya, apabila dikemudian hari penulis terbukti melakukan kegiatan plagiat, maka saya selaku penulis bersedia menerima sanksi atas perbuatan tersebut sesuai ketentuan perundang-undangan yang berlaku.

Surabaya, 13 Juni 2023

Yang Membuat Pernyataan,



SITI CHODIJAH
NIM.D75219049

ADVISOR APPROVAL SHEET

This thesis by Siti Chodijah *"The Use Of Passive Voice Application In English Class And The Students' Perception At Man 1 Sidoarjo"*, and this thesis approved by the thesis advisor for further approval by the Boards of Examiners.

Surabaya, May 29, 2023

Advisor I



Drs. Muhtarom, M.Ed., Grad. Dip. TESOL
NIP. 196512201992031005

Advisor II



H. Mokhamad Syaifudin, M.Ed, Ph.D
NIP. 197310131997031002

EXAMINER APPROVAL SHEET

This thesis by Siti Chodijah entitled "*The Use Of Passive Voice Application In English Class And The Students' Perception At Man 1 Sidoarjo*" has been examined on July 9, 2023 and approved by the board of examiner.



Dean of Tarbiyah and Teacher Training Faculty,

Prof. Dr.H. Muhamrad Thohir, S.Ag., M.Pd.

NIP. 197407251998031001

Examiner I

Sigit Pramono Jati, M.Pd

NIP. 198605182011011005

Examiner II

M. Hanafi, MA

NIP. 197408042000031002

Examiner III

Drs. Muhtarom, M.Ed., Graed. Dip. TESOL

NIP. 196512201992031005

Examiner IV

H. Mokhamad Syaifudin, M.Ed, Ph.D

NIP. 197310131997031002



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Siti Chodijah
NIM : D75219049
Fakultas/Jurusan : TARBIYAH DAN KEGURUAN/ PENDIDIKAN BAHASA
E-mail address : [sitichodijah433@gmail.com@gmail.com](mailto:sitichodijah433@gmail.com)

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Skripsi Tesis Desertasi Lain-lain (.....)
yang berjudul :

**THE USE OF PASSIVE VOICE APPLICATION IN ENGLISH CLASS AND THE
STUDENTS' PERCEPTION AT MAN 1 SIDOARJO**

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 09 July 2023
Penulis

(Siti Chodijah)

ABSTRACT

Chodijah, Siti. (2023). *The Use Of Passive Voice Application In English Class And The Students' Perception At Man 1 Sidoarjo*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya, Surabaya, Advisor I: Drs. Muhtarom, Med. Grad Dip Tesol. Advisor II: H. Mokhamad Syaifudin, M.Ed, Ph.D

Key Words: *Students' Perception, Passive Voice Application, Passive Voice*

The passive voice application is an Android-based learning application that is devoted to interactive, personal, and flexible passive voice grammar material. This application provides passive voice learning materials quickly and straightforwardly, including videos and quizzes along with explanations and answers. Thus, this study aims to determine teacher procedures for teaching passive voice material using passive voice applications and investigate students' perceptions of passive voice applications used by teachers in teaching passive voice material. An English teacher at MAN 1 Sidoarjo and 38 students of class IX MIPA 4 became the subjects of this study. The data for this study was gathered using qualitative and quantitative research that focuses on descriptive design. The data was collected through interviews and questionnaires. The results of this study indicate that the teacher's procedure in teaching passive voice material using passive voice applications is that the teacher asks students to study the material first at home before learning begins; activities are classified into initial activities or opening classes; main activities or discussions and assignments; and final activities are evaluation and closing. In addition, this study received positive responses from students. Students benefit from using passive voice applications feel easier in learning, feel fun, feel more effective, have increased understanding, get motivated, get facilities for doing assignments at home, have increased independence in learning, are flexible, and save time in the learning process. Apart from the advantages, students have various challenges, such as insufficient mobile phone facilities, issues with signal quality, difficulties in comprehending passive voice applications due to a lack of understanding, and unnecessary consumption of internet data. This study concluded that the use of passive voice applications provides benefits for students while at the same time providing challenges for them.

ABSTRAK

Chodijah, Siti. (2023). *The Use Of Passive Voice Application In English Class And The Students' Perception At Man 1 Sidoarjo. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Drs. Muhtarom, Med. Grad Dip Tesol. Advisor II: H. Mokhammad Syaifudin, M.Ed, Ph.D*

Kata Kunci: Persepsi Siswa, Aplikasi Passive Voice, Passive voice

Aplikasi passive voice merupakan aplikasi pembelajaran berbasis android yang dikhususkan untuk materi passive voice grammar yang interaktif, personal, dan fleksibel. Aplikasi ini menyediakan materi pembelajaran passive voice dengan cepat dan lugas, meliputi video dan kuis beserta penjelasan dan jawabannya. Dengan demikian, penelitian ini bertujuan untuk mengetahui prosedur guru dalam mengajarkan materi passive voice menggunakan aplikasi passive voice dan menyelidiki persepsi siswa terhadap aplikasi passive voice yang digunakan oleh guru dalam mengajarkan materi passive voice. Seorang guru bahasa Inggris MAN 1 Sidoarjo dan 38 siswa kelas IX MIPA 4 menjadi subjek penelitian ini. Data penelitian ini dikumpulkan dengan menggunakan penelitian kualitatif dan kuantitatif yang berfokus pada desain deskriptif. Pengumpulan data dilakukan melalui wawancara dan kuesioner. Hasil penelitian ini menunjukkan bahwa prosedur guru dalam mengajarkan materi passive voice menggunakan aplikasi passive voice adalah guru meminta siswa mempelajari materi terlebih dahulu di rumah sebelum pembelajaran dimulai; kegiatan diklasifikasikan ke dalam kegiatan awal atau pembukaan kelas; kegiatan pokok atau diskusi dan penugasan; dan kegiatan akhir adalah evaluasi dan penutup. Selain itu, penelitian ini mendapat respon positif dari siswa. Manfaat penggunaan aplikasi passive voice siswa merasa lebih mudah dalam belajar, merasa senang, merasa lebih efektif, pemahaman meningkat, termotivasi, mendapat fasilitas untuk mengerjakan tugas di rumah, kemandirian dalam belajar meningkat, fleksibel, dan menghemat waktu dalam proses pembelajaran. Selain kelebihan, mahasiswa memiliki berbagai tantangan, seperti fasilitas ponsel yang kurang memadai, masalah kualitas sinyal, kesulitan dalam memahami aplikasi passive voice karena kurangnya pemahaman, dan konsumsi data internet yang tidak perlu. Penelitian ini menyimpulkan bahwa penggunaan aplikasi passive voice memberikan manfaat bagi siswa sekaligus memberikan tantangan bagi mereka.

TABLE OF CONTENT

TITTLE SHEET	i
PERNYATAAN KEASLIAN TULISAN	ii
ADVISOR APPROVAL SHEET	ii
EXAMINER APPROVAL SHEET	iv
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI.....	v
ABSTRACT.....	vii
ABSTRAK	vii
ACKNOWLEDGEMENT	Error! Bookmark not defined.
DEDICATION SHEET.....	v
TABLE OF CONTENT	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Research Question	8
C. Objective of the Research.....	8
D. Significance of the Research.....	9
E. Scope and Limitation.....	10
F. Definition of Key Term	11
CHAPTER II REVIEW OF RELATED LITERATURE	13
A. Literature Review	13
1.Students' Perceptions	13
2.Teaching Grammar in English.....	18
3.Passive Voice.....	20
4.Passive Voice Application.....	24
5.Teaching English Implementing Technology.....	28
B. Review of Related Studies.....	41

CHAPTER III RESEARCH METHOD	47
A. Research Design	47
B. Research Subject and Setting	48
C. Data and Source of Data.....	49
D. Data Collection Technique.....	51
E. Research Instrument	53
F. Data Analysis Technique.....	56
G. Data Validity Check.....	59
H. Research Stages.....	61
CHAPTER IV RESEARCH FINDING AND DISCUSION	63
A. Research Findings.....	63
B. Research Discussion.....	90
CHAPTER 5 CONCLUSION AND SUGGESTION	100
A. Conclusion.....	100
B. Suggestion	102
REFERENCES.....	104
APPENDIX 1	112
APPENDIX 2	114
APPENDIX 3	117
APPENDIX 4.....	118
APPENDIX 5.....	119
APPENDIX 6.....	121
APPENDIX 6.....	122
APPENDIX 7.....	125
APPENDIX 8.....	130

LIST OF TABLES

Table 3.1 Data Collection Technique.....	51
Table 4. 1 The Procedures for Using the Passive Voice Application Used by Teacher in Teaching Passive Voice Sentences	64



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF FIGURES

Figure 2. 1 Initial Display	27
Figure 2. 2 Available Features	27
Figure 2. 3 One Example of Feature	27
Figure 2. 4 Feature of youtube	27
Figure 4. 1 I can learn passive voice material easier with passive voice applications68
Figure 4. 2 I feel learning passive voice material is more fun with using passive voice applications.....	70
Figure 4. 3 feel learning passive voice sentence material by using passive voice applications makes the learning process more effective in achieving learning objectives.	72
Figure 4. 4 I can increase understanding of material passive voice sentences through passive voice application.....	74
Figure 4. 5 I get motivated to learn passive voice sentences using passive voice applications	76
Figure 4. 6 I find it helpful when doing passive voice assignments at home using the passive voice application.....	78
Figure 4. 7 I feel that learning passive voice sentence material by using passive voice applications can improve my independent learning attitude	80
Figure 4. 8 I find it easy to use passive voice applications because it makes it easy to learn passive voice flexibly, whenever, and wherever.....	81
Figure 4. 9 I feel learning passive voice by using passive voice applications can save time in the learning process	83
Figure 4. 10 I need an internet network to operate passive voice applications when learning passive voice sentences	84
Figure 4. 11 I have experienced problems in carrying out passive voice learning using passive voice applications because of inadequate cellphone facilities, limited internet packages, and poor signal problems	85

Figure 4. 12 I feel that learning passive voice sentence material is difficult to understand because of my lack of understanding about passive voice applications.87

Figure 4. 13 I feel that passive voice learning using passive voice applications makes internet data wasteful89



CHAPTER I INTRODUCTION

A. Background of Study

One of the many topics covered in English grammar is the passive voice. Passive sentences are sentences in which the subject is the recipient of an action or activity¹. The use of passive voice sentences is to represent different meanings of active voice; passive voice sentences focus on actors who receive action or emphasize that action has occurred². Passive voice material is in the 2013 curriculum, notably in the eleventh grade basic competence 3.5. Understanding the sentences of passive voice is very essential because the sentences of passive voice are an important linguistic element for searching and conveying information. In contrast, Arjun's research indicates that students continue to struggle with passive voice forms. Despite the fact that the teacher has taught passiveness-related language since junior high, it remains a challenge for students. such as the inability of students to distinguish and switch between active and passive sentences³. Even though, in learning this passive voice material, students are bound to have the skill to master competency

¹ Azar, Understanding and Using English Grammar. (S. Edition, Ed.) New Jersey: Prentice-Hall Regents, 1989), p.112.

² Suher M. Saidi, 'Fungsi Pelaku Dalam Kalimat Pasif Bahasa Indonesia', *Paramasastra*, 3.2 (2016), p.32 <<https://doi.org/10.26740/parama.v3i2.1526>>.

³ Arjun Lubis, 'The Students Difficulties in Understanding of Active to Passive Voice at X Tm1 SMKN 2 Panyabungan', *The Explora*, 7.1 (2022), p.9 <<https://doi.org/10.51622/explora.v7i1.516>>.

achievement indicators that have been made by the teacher, one of which is skill to master tenses or grammar rules in passive voice, because tenses are also important to master in learning passive voice⁴. Students will be able to write meaningful sentences that use the correct passive voice grammar rules if they know how to use grammar, especially the tenses used for passive voice material. One way is to study and understand passive voice material correctly, and students also need supporting media so that they can more easily master the passive voice.

The use of technology-based learning media is one option for assisting students in understanding passive voice material. The continual advancement of technology in education necessitates that educators are able to manage and implement technological advancements. The use of this technology is expected to give teachers more ways to choose learning materials⁵. It is claimed that the implementation of technologically based learning media into the procedure for instruction can give rise to new wants and interests, motivate students, and promote learning activities⁶. Therefore, the emergence of technology-based

⁴ Reni Pebriani, “Implementasi model pembelajaran problem based learning dan perbantuan media pembelajaran link circle board game untuk meningkatkan hasil belajar peserta didik pada materi passive voice kelas XI MIPA SMA YAB Sukaratu”,(2022), p. 1

⁵ Reyhan Sekerci and Tayfun Yoruk, ‘The Views of Shareholders on Utilization of Educational Technologies in Adult Learning’, *World Journal on Educational Technology: Current Issues*, 12.4 (2020), p.57 <<https://doi.org/10.18844/wjet.v12i4.5141>>.

⁶ Krismadinata Krismadinata, Elfizon Elfizon, and Tiara Santika, ‘Developing Interactive Learning Multimedia on Basic Electrical Measurement Course’, 299.Ictvet 2018 (2019), p.8 <<https://doi.org/10.2991/ictvet-18.2019.69>>.

learning media is expected to help students more easily absorb the material presented by the teacher. This media utilizes smartphones to facilitate the learning process, allowing students to be more focused and motivated while studying because they are utilizing media that can protect their attention.

An application called "Passive Voice" is considered sufficient to meet the needs of students in developing aspects of passive voice grammar material. Apart from being easy to access and use, it also has complete features that can support students' abilities to learn passive voice grammar material. The application provides such materials and explanations; videos and quizzes are also provided, which also display explanations of answers. In addition, the passive voice application is included in the mobile learning category where users can use it anywhere and anytime as long as internet network access is available, even without the internet it can be used but must use the internet if you want to access videos. This is in line with what was stated by Calimag in Adensyah that one of the basic considerations for developing mobile-based learning media is flexibility in accessing information anytime and anywhere⁷. In terms of how well they help people learn, passive voice applications have

⁷ Adensyah Nuralie, '*Hubungan Antara Penggunaan Aplikasi Duolingo Sebagai Media Pembelajaran Dan Kemandirian Belajar Dengan Kemampuan Berkomunikasi Bahasa Inggris Siswa*', *Studi, Program Pendidikan, Teknologi Kurikulum, Jurusan Teknologi, D A N Pendidikan, Fakultas Ilmu Semarang, Universitas Negeri*, 2019, p.62.

the potential to give students new learning opportunities and experiences. This is especially true when it comes to learning passive voice sentences.

According to the researcher's first findings, the researcher conducted direct interviews with the English teacher in class XI IPA 4 at Madrasah Aliyah Negeri 1, Sidoarjo, where the English teacher stated that the learning process had used several media, one of which was the "Passive Voice" application. Based on interviews between researchers and teacher, the teacher said that learning English from passive voice teacher material used passive voice applications as learning media. For teacher, teaching passive voice material using passive voice applications is interesting and easy to use; besides that, according to the teacher, the use of this application in learning is in accordance with the existing approach in the 2013 curriculum because the school uses the 2013 curriculum and the teaching process is student-centered with the scientific method, which has stages of teaching in the form of observing, asking, collecting information, associating, and communicating⁸. However, the use of the passive voice application that the teacher used to teach this passive voice material raises several perceptions in students. Based on interviews between researchers and students, some students stated that the application of passive voice assisted them in learning passive voice whenever and wherever they desired. Moreover, they claimed that the examples of sentences in the passive

⁸ Interview with Mrs. Andriani Rachmania, S.Pd., November 23, 2022, at MAN 1 Sidoarjo.

voice application are simple to comprehend, making it simple for them to quickly master passive voice. Nonetheless, there were a few students who felt they still required more assistance and would comprehend the material better if the teacher taught it personally rather than through this application⁹.

In light of the issues discussed, it is very necessary for a teacher to wise up to the extent to which students' perceptions in assessing the implementation of passive voice sentence learning materials use passive voice applications. This can be used by the teacher as consideration material in the future so that the learning process of passive voice material will run as expected. Sri Wulandari conveyed that perceptions can be stated as students either liking or not learning from the English teacher's innovation. Students who enjoy following lessons and paying attention to the teacher when presented material indicate that the medium utilized by the teacher is appropriate for students. However, when students are dissatisfied with the lesson, they become bored when the teacher presented the material, indicating that the teacher is using inappropriate media¹⁰. Moreover, According to Maryati, it is critical for teachers to understand their students' perceptions of the learning media that they

⁹ Interview with some students of eleventh grade MIPA 4 MAN 1 Sidoarjo, November 23, 2022, at MAN 1 Sidoarjo.

¹⁰ Sri Wulandari, "*Persepsi Terhadap Pelaksanaan Pembelajaran Pendidikan Agama Islam di SMA Negeri 1 Sumbul*", (UIN SUMUT: Skripsi, 2019), p. 3.

use so that they can take corrective action and guide them in making decisions¹¹.

Several researchers have conducted studies on the same topic being discussed at this point in time. The first research project from Wijaya and Mariono is to develop interactive multimedia based on Android, which is used to study passive voice material. This research showed that the developed Android-based media has the potential to be implemented as educational tools and resources; the validation assessment from material experts has scored as much as 95%, media experts have scored 95.83%, and companion material experts have scored 94.2%¹². The second research from Ardin and Fitro stated in their study that research and development creates educational game applications using valid Android-based interactive quizzes. This study showed an increase in students' interest in participating in learning English, especially the passive voice. So the solutions offered in this study proved to be effective¹³. Based on research from Astuti Puji Astuti, namely research and development, the researcher here developed a passive voice converter application. In this

¹¹ Maryati Maryati, 'Persepsi Siswa Terhadap Pembelajaran Dengan Media Google Classroom Dalam Pembelajaran Daring Pada Pelajaran Ekonomi Di SMAN 3 Bantul', *Universitas Sanata Dharma Yogyakarta*, 15.1 (2021), p.41.

¹² M R Wijaya and A Mariono, 'Pengembangan Multimedia Interaktif Berbasis Android Materi Passive Voice Pada Mata Pelajaran Bahasa Inggris Kelas Xi Sma ...', *Ejournal.Unesa.Ac.Id*, p.8 <<https://ejournal.unesa.ac.id/index.php/jmtp/article/view/44326/37701>>.

¹³ Ardien Bahtiar and Fitro Nur Hakim Rofiq, '*GAME EDUKASI GRAMMAR BAHASA INGGRIS BERBASIS ANDROID DENGAN METODE COMPUTER ASSISTED LEARNING*', 1.2 (2020). P.36

study, it was said that the application received positive responses from several elementary school teachers; from a questionnaire conducted with ten respondents in five elementary schools, the results obtained were 92%; as a result, this application was categorized as "very good."¹⁴. Subsequent research from Vicky Fawzah is related to students' difficulties in changing active sentences into passive sentences in the simple past tense and simple present tense. The results of this study indicate that students' mistakes in passive voice are due to students having difficulty determining the target grammar used for passive voice¹⁵.

Several previous studies have shown validity in research and application development to facilitate passive voice material and some of them only mentioned the validity of media experts, material experts, and student responses in general. Moreover, there is no clear information regarding procedure teachers' teaching passive voice by using the application of learning. In addition, there have been no research questions about students' perceptions of the passive voice applications of media used by teachers in teaching passive voice. Previously, only the difficulties with passive voice were discussed, not their solutions. So if this research produces positive perceptions, it can be used

¹⁴ Asih Pujiastuti, Nurcahyani Dewi Retnowati, and Nurwahiddatur Rohman, 'Aplikasi Konverter Kalimat Aktif-Pasif Berbasis Android', *Compiler*, 6.2 (2017), p.57 <<https://doi.org/10.28989/compiler.v6i2.231>>.

¹⁵ Vicky Fawzah, *Student Difficulties in Changing Active Voice into Passive Voice in Simple Present Tense and Simple Past Tense*. Thesis. UNNES, 2021, p.84

as a reference to support learning. Therefore, in accordance with the phenomenon that occurred at MAN 1 Sidoarjo and the previous study, the researcher sees interesting things to research regarding teachers' teaching passive voice by using passive voice application and the students' perceptions of implementation passive voice applications employed by teachers in teaching passive sentences at MAN 1 Sidoarjo. Therefore, the researcher is enthusiastic about the prospect of carrying out research entitled "The Use Of Passive Voice Application In English Class and The Students' Perceptions At Man 1 Sidoarjo"

B. Research Question

1. What is the teacher's procedure in teaching passive voice sentences by using the passive voice application?
2. What are the students' perceptions of the passive voice application used by teachers in teaching passive voice sentences?

C. Objective of the Research

1. To investigate the teacher's procedure in teaching passive voice sentences by using passive voice application.
2. To explore the students' perceptions of the passive voice application used by teachers in teaching passive voice sentences

D. Significance of the Research

The findings from this study are expected to have benefits both directly and indirectly. The benefits of this research are as follows:

1. Theoretical benefits

Theoretically, the results of this study are expected to be useful, namely to contribute ideas and as reference material for further research interested in developing better learning systems, especially in passive voice learning. They can also be used as reference material for further research.

2. Practical benefits

Practically, this research can be useful as follows:

- a. This study has the potential to serve as both a source of inspiration and a reference for teachers to use passive voice application in passive voice sentences. After that, it can be used to inform the development of passive voice learning materials as well as the advantages and disadvantages of utilizing passive voice applications in the process of learning passive voice sentences. By using passive voice applications to learn passive voice sentences, it is expected that other teachers will be able to maximize potential, minimize problems, and overcome things that are not expected or lacking.

- b. The significance of this study for students is that they have a preliminary description of the implementation of passive voice application in learning passive voice tense.

E. Scope and Limitation

This research focuses on the teacher's procedure in teaching passive voice by using passive voice applications, and the scope of the research only discusses the methods used and the procedure or steps when the teacher teaches. Additionally, this study also concentrates on the students' perceptions of the passive voice application used by the teacher in teaching passive voice sentences. This study limits the research to one English teacher who used passive voice application and one class of eleventh-grade students who were taught to use passive voice application in passive voice sentences.

In addition, this study limits the perception in terms of the benefits and the challenges of using passive voice application used by teacher in teaching passive voice sentences. This study takes place at MAN-1 Sidoarjo and conducted in eleventh-grade MIPA 4 during the academic year 2022–2023. The teacher uses passive voice application to material in basic competency 3.5 namely passive voice sentences and the teacher just take tenses passive voice material in this application. This study used qualitative research focused on the case study design.

F. Definition of Key Term

Some terms may appear from time to time in this study and its development. As a result, the researcher decided to turn them into key phrases with practical meanings for this study. These key phrases are:

1. Students Perception

Students' perception is the process by which students preferentially treat information obtained from an object. Students can comprehend the observed object by observation using their senses. Thus, students' perception towards an object will also be affected if they have a positive or negative perception of the object¹⁶. A teacher's awareness of students' perspectives is crucial since it enables them to assess their own pedagogical practices in light of students' performance. In this case, "student perceptions" means what students think and feel, especially benefits and challenges about the passive voice application used by the teacher to teach passive voice sentences at Madrasah Aliyah Negeri 1 Sidoarjo, class 11 MIPA 4.

2. The passive voice application

The passive voice application is an Android-based learning application that is devoted to passive voice grammar material that is interactive, personal,

¹⁶ Peter G. Cole and Lorna Chan. *Teaching Principle and Practice*. New York: Prentice Hall. 1994. P.184

and flexible, so it can be used anywhere and anytime¹⁷. This application provides passive voice learning materials quickly and straightforwardly, including videos and quizzes along with explanations and answers. In addition, this application explains eleven passive voice tense formulas as well as additional grammar such as gerunds, modals, infinitives, clauses, and causatives that are converted into passive voice. In this study, passive voice applications were used as learning media on passive voice sentence material at Madrasah Aliyah Negeri 1 Sidoarjo class 11 MIPA 4.

3. Passive voice

Passive voices are those that lack a subject before the verb. The auxiliary verb form of be and the past participle of the primary verb denoting action are crucial components of the English passive voice¹⁸. Passive sentences have a different purpose from active sentences; passive voice sentences have a focus, namely the subject who receives the action. In this context, passive voice sentence material refers to material taught in eleventh grade English classes. In this study, the passive voice sentence material is that the teacher uses the passive voice application as the media.

¹⁷ N Aksa, 'Teaching Tenses By Using Smartses Application At the Second Semester of English Language Students At Iain Palopo', 2019, p.66 <http://repository.iainpalopo.ac.id/id/eprint/1295/1/NURHASADA_AKSA.pdf>.

¹⁸ Altenberg & Vago, *English Grammar: Understanding the Basics*. (Cambridge: Cambridge University Press, 2010), p. 238.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Literature Review

1. Students' Perceptions

Perception is the process of receiving messages or information in the individual brain. through perception, so that individuals can continue to relate to their surroundings. It is done using the five senses¹⁹. Then, Slameto stated that perception is automatically associated with certain properties of each individual being, which are its psychological features. The sense organs are the starting point of the perceptual process, which ends when the individual's brain has acquired all the information. It is believed that during this process, one is constantly interacting with the place of being²⁰. According to Mulyana, perception is an inward process that enables us to select, organize, and make meaning of feelings originating from the surrounding environment. These internal processes have the potential to influence how the person behaves²¹. Conversely, perception is a person's impression of an object, which is affected by both internal and external

¹⁹ Bimo Walgito, *Psikologi Sosial (Suatu Pengantar)*, (Yogyakarta: ANDI, 2001), p. 53

²⁰ Slameto, *Belajar dan Faktor – Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010), p. 102.

²¹ Dedi Mulyana, *Ilmu Komunikasi: Suatu Pengantar*, (Bandung: Remaja Rosdakarya, 2000), p. 179.

factors, such as out-of-control behavior and behavior that is affected by the outside world²².

Furthermore, the perceptions in this research are related to the perspectives of the students. Hong define that perception refers to a person's ideas about anything they've learned in order to decide how they think about applying it and whether or not they agree or disagree with the method or something they've learned²³. In other words, students have their own views about the outcomes of the process of instruction and education as well as the means by which these outcomes are attained. Students' perception is the process by which students preferentially treat information obtained from an object. Students can comprehend the observed object by observation using their senses. Thus, students' perception towards an object will also be affected if they have a positive or negative perception of the object²⁴. Human perception is based on factual knowledge. As a result, students' perceptions are based on how much they know or how well they know these facts. Our perception of an occurrence is a personal interpretation of the information from our own point of view²⁵. Frequently, our perception is the product of

²² Departemen Pendidikan Nasional, *Undang – Undang No.20 Tahun 2003, Tentang Sistem Pendidikan Nasional*, (Jakarta: Depdiknas, 2003). p.13

²³ Hong, K.-S., Ridzuan, A.A., & Kuek, M.-K, *Students' attitude toward the use of the internet for learning: A study at a University in Malaysia*, (Educational Technology & Society, 2003), p.8

²⁴ Peter G. Cole and Lorna Chan

²⁵ Sidhu, Gurnam Kaur. *Literature in the language classrooms: Seeing through the eyes of learners*, Edwin Malachi (eds.), (Ganakumaran & Teaching of Literature in ESL/EFL, 2003). p. 88

automated processing; nevertheless, while automation is effective for swiftly processing vast volumes of data, it is not necessarily correct. Numerous incorrect beliefs are automatic, involuntary, and convincing to the individual. Therefore, it may be claimed that student perceptions are the thoughts or opinions students generate in order to comprehend something. It is both positive and negative²⁶. As a result, in order to determine students' perceptions, this study focuses on students' perceptions of their experiences, opinions, and thoughts in the passive voice application utilized by the teacher when teaching passive voice grammar material. Thus, perception enables us to reflect on something or an experience that we are already familiar with since it involves activities that we have done or that have occurred in our lives.

a. Types of Perceptions

There are numerous types of perceptions, which can be categorized into two groups: positive and negative. Self-perceptions must influence all personal acts, ideas, and behaviors regarding one's abilities, body, and self. It was also prejudiced against the reactions of other

²⁶ Robert J. M., “*Dimensions of Learning*”, (Colorado: Barbara B. Gaddy, 1997) p.235

individuals. These impressions, in turn, shape the attitudes that each individual develops and the life decisions that each person makes²⁷.

Robin describes²⁸, positive perception as a person's perspective of an object or piece of information that is congruent with what is expected of the observed thing or with predetermined rules. Negative perception, on the other hand, refers to a person's observation of certain items or information with an outlook that is in opposition to what is anticipated from the thing being viewed or established rules. Negative perceptions result from discomfort with the object, ignorance of the object, or lack of knowledge about the object.

This indicates that each individual has their own unique perspective on a subject. It could have either a positive or negative impact. For instance, one student's perception of their teacher could be negative, which would make them less motivated to study, but another student's perception of their teacher could be positive, which would make them more motivated to learn

b. The Significance of Students' Perception

²⁷ Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine Blosser, *Pediatric Primary Care Fifth Edition* (United States of America: Library of Congress Cataloging, 2009), p. 304.

²⁸ Stephen P. Robbin. *Organizational Behavior*. (Prentice-Hall International editions, 2003), p. 14.

Understanding student perceptions is very necessary for teachers because this can be used as teacher evaluation material for future learning models. According to Chen and Hoshowe, the student's viewpoint is crucial in judging a teacher's teaching effectiveness²⁹. Once the teacher gains an understanding of the student's point of view, the teacher will be able to change aspects of teaching that students do not like and improve aspects of teaching that students value. This applies when the teacher uses a method or delivers material.

As a result, the perspective of students is extremely significant, particularly for educators. According to the findings of Petegem's research, one of the most crucial factors in determining how well students learn is how they perceive their own progress³⁰. According to Fraser, the perceptions of students serve both as components of solutions and indications in the process of explaining classroom situations³¹.

In conclusion, the perceptions of students are very significant, not only for the purposes of evaluating, but also for the goals of developing

²⁹ Yining Chen and Leon B Hoshower, 'Student Evaluation of Teaching Perception and Motivation', *Evaluation*, 28.1 (2003) <<https://doi.org/10.1080/0260293032000033071>>.

³⁰ Van Petegem, Karen, et al. "Student Perception As Moderator For Student Wellbeing." *Social Indicators Research*, vol. 83, no. 3, 2007, p. 63.

³¹ Fraser & Tobin, *International Handbook of Science Education*, (Dordrecht: Kluwer Academic Publishers, 1998), p. 527.

education. In order for teachers to accurately assess the quality of instruction provided in the classroom, they need to have students' perspectives.

2. Teaching Grammar in English

In general, teaching involves not just giving information or knowledge to students but also guiding them toward achievement. Teaching English grammar is a challenging task for educators. In order for students to comprehend the material presented by the teacher, they must have a firm grasp on grammar³². Conventional approaches to teaching grammar are being phased out in favor of more contemporary communicative approaches. It places an emphasis on students gaining an interactive understanding of meaning as well as grammar rules. There is a rule for teachers not to give students explanations of formulas directly. The students were asked to learn first from the conceptual examples given by the teacher³³.

In order to assist in the teaching of grammar skill, Gardner suggests that teachers can choose from a variety of teaching methods that are

³² Galaxie bechy, 'Didactics English Grammar Teaching in Practice', 2021, p.12.

³³ Muh Saeful Effendi, Umi Rokhyati, and Ucti Al-muchanifah Rachman, 'A Study on Grammar Teaching at an English Education Department in an EFL Context', *International Journal on Studies in English Language and Literature*, 5.1 (2017), p.42–46 <<https://doi.org/10.20431/2347-3134.0501005>>.

suitable. However, there is no optimal method to teaching students grammar rules³⁴. In the meantime, according to Brown, charts, objects, maps, and images, as well as conversations and written texts, can be utilized to teach English grammar in the classroom³⁵. M. Papinaidu stated that there are two additional approaches to teaching our students grammar techniques. Specifically, narrative stories or stories with the names of electrical gadgets written in particular tenses and the production of short films employing various structural formats. Both programs employ technology to teach grammar³⁶. According to Hegelheimer & Fisher, "Technology is a new way to teach and learn grammar, and it is a great way for students to feel less worried about making mistakes when they are learning grammar."³⁷

According to these experts, there are numerous techniques or methods for teaching English grammar that can be implemented by teachers. It depends on the demands of the learner, but the most essential consideration for the teacher is that the technique must be communicative

³⁴ Sheena Gardner, 'Changing Approaches to Teaching Grammar', *Elted*, 11 (2008), 39–44.

³⁵ H. Douglas Brown, "Principles of Language Teaching and Learning", (New York: Pearson Education, 2000), p. 90.

³⁶ M. Papinaidu & K. Prakash, 'Techniques of Teaching English Grammar for Technical Students in Rural Engineering Colleges', *IMPACT: International Journal of Research in Humanities, Arts and Literature* (IMPACT: IJRHAL), 2.5 (2014), p.6
<<http://www.impactjournals.us/journals.php?id=11&jtype=2&page=8>>.

³⁷ Volker Hegelheimer and David Fisher, 'Sample Technology-Supported Approach to Teaching Grammar and Improving', *CALICO Journal*, (2006), p.23

in order to maintain students' attention and motivate them to study English grammar.

3. Passive Voice

a. Definition of Passive voice

An important aspect of the English language that students must learn is the use of passive voice in sentences. Its use is common in both oral and written forms. Passive voice sentences are those that lack a subject before the verb. The auxiliary verb form of be and the past participle of the primary verb denoting action are crucial components of the English passive voice³⁸. It is argued, that when we use the passive, we are describing what happens to the subject³⁹. Additionally, the past participle verb creates the passive form of the verb. The object affected by the verb's action is normally the subject of a passive phrase⁴⁰. When a verb is expressed in the passive voice, the subject is the one who "gets" the effect of the verb. It is possible to construct passive voice using transitive verbs that accept direct objects.

³⁸ Altenberg & Vago, *English Grammar: Understanding the Basics*. (Cambridge: Cambridge University Press, 2010), p. 238.

³⁹ Murphy, *English Grammar in Use 3rd ed.* (Cambridge: Cambridge University, 2003), page 82.

⁴⁰ Hendrik Rahyono, 'An Analysis Of Students' Error In Using Passive Voice In Sentence Of The Eleventh Grade Students At State Islamic Senior High School 2 Indragiri Hilir', *Thesis*, 2020, p.122.

b. Significance of Passive Voice

The content of the passive voice consists of significant material. The use of the passive voice is a significant linguistic trait that is important when asking for and providing information. In addition, declarative and interrogative phrases are two of the distinguishing features of language. The purpose of the passive voice is to illustrate an alternative conception of the active voice that centers on the subject receiving the action or places emphasis on the subject being the recipient of the action. This is accomplished by rephrasing the active phrase as "the subject receiving the action."⁴¹ Students will be able to create coherent sentences after they have a firm grasp of grammatical rules and patterns. The use of passive voice is one of the patterns. In addition, one of the things that a learner is required to become proficient in is the many tenses, such as simple present, etc⁴².

c. Utilization of Passive Voice

In these circumstances, the passive voice is employed because⁴³:

⁴¹ Zaenap, *The Use of EGRA Technique in Teaching Passive Voice in EFL Classroom. Voices of English Language Education Society*, 2019, p.25.

⁴² Vicky Fawzah, *Students' Difficulties In Changing Active Voice Into Passive Voice In Simple Present Tense And Simple Past Tense. Journal of English Language Teaching*, 2018, p.33.

⁴³ Team of Five, *Improving Reading Skills in English Book Two + Workbook Two*, (Jakarta: Kencana Prenada Group, 2006), p.43

- 1) When we are unable to determine who was responsible for the action.
- 2) In situations where it would be more appropriate not to name the performer
- 3) When we want to put more of an emphasis on the recipient as opposed to the performer.
- 4) In situations that are important to society and history, like when the work that came out of the act is as well known as or more well known than the person who did it.

d. Form of Passive Sentences

The formation of the passive voice involves three processes, which are as follows:⁴⁴

- 1) The action recipient is shifted to the subject slot of the grammar.
- 2) The auxiliary verb is inserted into the verb phrase, and the lexical verb is altered to take the form of the past participle.
- 3) By utilizing the preposition by, the actor moves into predicate phrases. Passive verb phrases can additionally incorporate tenses, modalities, and aspects to further confuse matters.

⁴⁴ Ellis & Barkhuizen, *Analysis Learner Language*, (Oxford: Oxford University Press 85, 2005), p.85.

When converting from active voice to passive voice, there are six factors that need to be taken into consideration, and they are as follows⁴⁵:

- a) The topic of the passive sentence is derived from the thing that was discussed in the preceding active sentence.
- b) The form of "ing" that appears in the active form of the sentence changes to "to be" when the sentence is written in the passive voice.
- c) The structure of active sentences is followed by the tenses used in passive phrases.
- d) The verb past participle, also known as verb 3, in passive phrases is derived from the verbs that appear in active sentences.
- e) The only sentences that may be rewritten as passives are transitive sentences, which are sentences that contain objects. On the other hand, intransitive sentences, often known as sentences that do not contain an object, cannot be rewritten to use the passive voice. The fact that such a statement lacks an object is the only explanation for this phenomenon. A phrase

⁴⁵ Djuhari, *'Functional English Grammar: Memahami dan Menerapkan Tata Bahasa Inggris Lewat Explorasi Model dan Penelitian'*. (Bandung: Yrama Widya, 2008), p.132.

needs to refer to an item that is readily apparent before it may be rewritten in the passive voice.

- f) We use the passive voice when we want to show what the subject did and what happened as a result.

4. Passive Voice Application

a. Definition of Passive Voice Application

The passive voice app is an Android-based learning app that focuses on interactive, personal, and flexible passive voice grammar material that can be used anywhere and at any time. This application provides quick and straightforward learning materials for passive voice, including videos and quizzes with explanations and answers. The Passive Voice application is a piece of software for the Android operating system that may be used to teach passive voice materials. An application for learning passive voice grammar patterns, starting with formulas and how to use, analyze, and explain them, is an application for learning passive voice grammar patterns. Using this application's comprehensive content will make learning passive voice not only simpler but also more entertaining. This application of passive voice is almost ideal for first-

timers who are just starting off with passive voice content, whether they are learning it at school or at home⁴⁶.

GanGuide created the Passive Voice mobile learning media application on June 19, 2016. The Passive Voice program explains the eleven passive voice tense formulas as well as additional grammar such as gerunds, modals, infinitives, clauses, and causatives that are turned into passive voice⁴⁷. Users can memorize passive voice exercises without needing to consult a textbook or connect to the internet, all with the help of this app, but the user must use the internet to open the video because it is linked to YouTube. There is a special board of practice quizzes that are used to measure the user's ability after studying the material. The purpose of the learning media is therefore to make it simpler for students to use the learning media material, which consists of 11 different tenses and practice questions or quizzes with multiple choice answers. This learning medium is suitable for both students and members of the general public who want to study passive voice English grammar. As a result, people

⁴⁶ Jajat Imanudin and Darajatun Qurotu A'yun, *'The Effectiveness Of "Grammar Bahasa Inggris" Application In Improving Students' Grammar'*, *Fakultas Keguruan & Ilmu Pendidikan*, 2.3 (2021), p.14

⁴⁷ Aksa, p.66.

who want to learn how to use passive voice grammar will likely find this method helpful⁴⁸.

The media revolution is facilitated by technological development. The Internet and mobile devices are two examples. In education, mobile devices offer numerous benefits. Mobile applications augment engagement trends. In addition, it helps increase student and peer engagement and interaction. Utilizing software, mobile teaching transforms passive learning into an active activity⁴⁹.

- b. The features of the passive voice learning application are as follows:
- 1) Explanation of the 11 tenses of the passive voice.
 - 2) Additional grammar explanations such as gerund, infinitive, that clause, modal, and causative are changed into passive voice.
 - 3) Quiz with answers and explanations.
 - 4) Explanation of the video⁵⁰.

⁴⁸ Wanti Kholiani and Imam Rosyadi, 'Media Pembelajaran Tenses Bahasa Inggris Pada English Club Berbasis Adobe Flash Cs 3', *Surya Informatika*, 2.1 (2016), p.3042 <<http://ejournal.politeknikmuhpkl.ac.id/index.php/3/issue/view/6>>.

⁴⁹ Dewi Yana and Farahdila Fajar Darwati, 'The Implementation of Android-Based Application as a Media for Teaching English in Simple Present Tense', *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, 8.2 (2018), p.13 <<https://doi.org/10.33373/anglo.v8i2.1215>>.

⁵⁰ Aksa, p.66

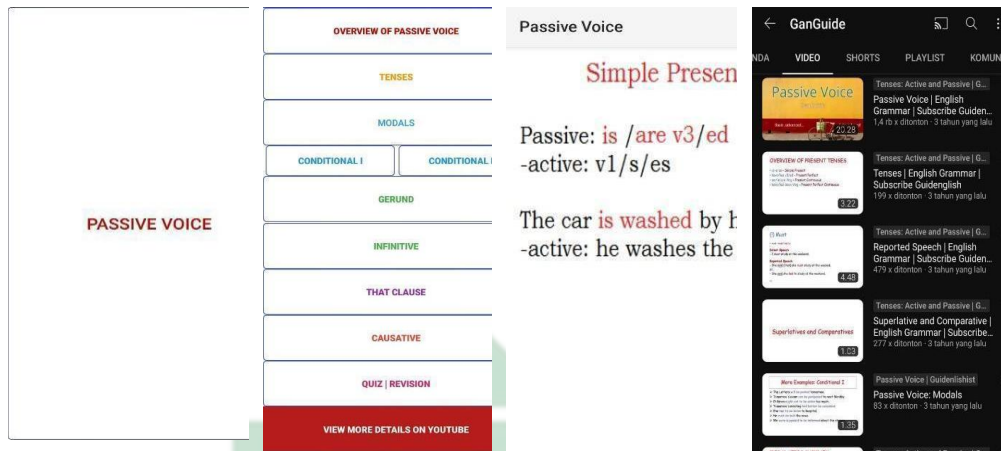


Figure 2. 1 Initial Display

Figure 2. 2 Available Features

Figure 2. 3 One Example of Feature

Figure 2. 4 Figure 2.4 Feature of youtube

c. The benefits of using the passive voice application are as follows:

- 1) Knowledge of passive voice grammar.
- 2) Using a selection of available questions, assist the user's understanding of passive voice.
- 3) Students are able to utilize the application without an internet connection.
- 4) If students or other users besides students wish to learn passive voices, all they need to do is look at the smartphone and open the application for passive voice learning.

The following are the steps to operate this application:

- 1) Download the app from the Google Play Store.
- 2) Launch the program.
 - 3) Select "Tenses/Other Material" to study the passive voice for each desired tense.
 - 4) Select "quiz" to do the activity.
 - 5) Click "View more details on YouTube" to view an expanded explanation.

5. Teaching English Implementing Technology

a. Definition of English Using Technology

Modern educators face new challenges and responsibilities in the new era. English-teaching customs have been turned on their heads by the phenomenal advancement of technology. Technology offers numerous possibilities, such as making education more engaging and beneficial in terms of personal development. The most influential agent of social and linguistic change is technology⁵¹.

According to Graddol, technology is central to the globalization process, particularly in terms of its influence on educational and cultural work. The current roles and status of English are as a social, political,

⁵¹ Dr. Mohammad Reza Ahmadi, 'The Use of Technology in English Language Learning: A Literature Review', *International Journal of Research in English Education*, 3.2 (2018), p.25 <<https://doi.org/10.29252/ijree.3.2.115>>.

and socio-cultural context; in business; in education; in industry; in the media; in libraries; in cross-border communication; and as the language of major disciplines⁵². One method involving multimedia in ELT, namely creating an English language context that encourages student engagement and learning based on their interests, has been tested and is widely accepted for teaching English in the modern world⁵³. An approach involving multimedia in ELT that creates an English language environment that helps students engage and learn at their own pace has been proven effective and widely accepted for teaching English in the contemporary world⁵⁴. Students' visual and auditory senses are gratified by the use of technology to enhance contemporary mode. With the global spread and development of English, more people are learning and using the language⁵⁵. According to David Graddol, it is the language at the forefront of technological advances, new ideas in economics and management, and new literary and entertainment forms⁵⁶.

⁵² David Graddol “*The future of English?*”, (London: British Council, 1997), p.16.

⁵³ G. Dudeney and others, *How to Teach English with Technology*, Series Editor : Jeremy Harmer, 2007, LXII, p.207<<https://doi.org/10.1093/elt/ccn045>>.

⁵⁴ Mustafa Altun and Hassan Khurshid Ahmad, ‘The Use of Technology in English Language Teaching: A Literature Review’, *International Journal of Social Sciences & Educational Studies*, 8.1 (2021), p.32 <<https://doi.org/10.23918/ijsses.v8i1p226>>.

⁵⁵ Rizky Andra Prayudi and others, ‘The Use of Technology in English Teaching & Learning Process’, *Jurnal Riset Dan Inovasi Pembelajaran*, 1.2 (2021), 102–11 <<https://doi.org/10.51574/jrip.v1i2.38>>.

⁵⁶ David Graddol, p.2

Furthermore, when using multimedia technology for learning English, there are procedures for using the multimedia technology. Procedures for using multimedia technology for learning English are ways or steps for using multimedia technology when learning English. This has been mentioned in research conducted by Fila Candra Setiawati, who stated that there are procedures for using multimedia technology to learn English. The procedures for using multimedia technology in the classroom are⁵⁷:

- a) The instructor started the lesson by greeting. The teacher asked all the students to pray together to start the lesson. Students also prayed together as usual.
- b) The instructor verifies the attendance of the students.
- c) The instructor does apperception by asking some questions to students about the material studied in the previous meeting. Furthermore, the instructor motivates students by telling them about the progress of information technology today, especially the progress of Android application media. The instructor gives several

⁵⁷ Fila Candra Setiawati, 'Peningkatan Motivasi Belajar Bahasa Inggris Melalui Penggunaan Aplikasi Android Siswa Di SMK Jawahirul Ulum Jabon Sidoarjo', 2017, p.92 <<https://core.ac.uk/download/pdf/146505426.pdf>>.

examples of Android applications that are currently familiar to the public.

- d) The next learning activity is carried out by the teacher, who explains that today's learning will be carried out differently from previous learning. The teacher said that today's lesson will utilize an Android-based application to accelerate the implementation of learning and maximize student learning outcomes.
- e) The instructor also elucidated that the learning model that will be applied is one based on cooperative learning, namely group study.
- f) The next learning step is performed by the instructor by briefly explaining the material studied today.
- g) After the teacher gives an explanation, the instructor categorizes students into multiple, diverse clusters. so that group learning activities can run smoothly.
- h) Students immediately gathered with their respective groups. The teacher instructs all groups to prepare group discussion equipment that has been prepared beforehand, namely cellphones and laptops.
- i) After all groups are ready, the teacher sends different assignments to each group. The file sent is a pdf file sent via the Telegram application. In which all groups have prepared a telegram application that can be opened via cellphone or laptop.

- j) Next, the teacher instructs all groups to discuss their respective group assignments for 15 minutes.
- k) During group discussion activities, the teacher goes around giving guidance to all groups so that group discussion activities can run well.
- l) After the group discussion ended, the teacher continued the learning activity by asking representatives of each group to give a presentation on the results of their discussion in front of the class. The teacher also asks other groups to respond or ask questions about the problems presented by the group representatives who made the presentation.
- m) The teacher continuously motivates all groups to respond to the achievements made by group representatives. In this way, class discussion activities seemed to be going well; many responses and questions were submitted by other groups. The class discussion seemed lively, and the students seemed excited.
- n) After all group representatives presented their discussion results, the teacher guided all groups to formulate conclusions from the material that had been discussed together. Students seem happy with this learning model; learning goes on bustlingly, full of laughter, but seriously. Finally, the teacher and students reached a conclusion

about the material that had been studied today, and the teacher asked all students to return to their respective seats.

- o) To provide reinforcement for the material being studied today, the teacher sends a pdf file to each student's cellphone or laptop via the Telegram application. The file is an individual task. After all students receive the file submission, the teacher asks all students to work on the task individually for 5 minutes.
- p) After all students have done their individual assignments, the teacher provides a follow-up program by conveying information about the material to be studied at the next meeting, and the teacher asks students to study it.
- q) Finally, the teacher ended the lesson today by saying hamdalah and greetings.

b. The Benefit of Implementing Multimedia Technology in English Language Teaching.

- 1) The utilization of multimedia for the cause of acquiring knowledge and skills has the potential to enhance the understanding of students.

Empirical evidence suggests that technology-mediated instruction has a positive impact on students' comprehension of the

English language by leveraging interactive and personalized tools⁵⁸. Furthermore, technology has the potential to offer a customized learning encounter for learners, enabling them to learn at their individual speed and concentrate on the domains where they require the greatest support. Technology has the potential to facilitate adaptive learning and prompt immediate feedback, enabling students to recognize their areas of proficiency and deficiency and adjust their learning strategies accordingly. With the rapid advancement of the digital revolution, technology presents promising prospects for molding educational experiences and accomplishing learning objectives⁵⁹.

- 2) Students learning English can experience the content in a favourable learning atmosphere.

It has been demonstrated that incorporating technology into the English-learning process increases student engagement and motivation, ultimately leading to a more positive learning experience. In addition, technology-based learning media can provide multimedia-rich, interactive content that can make learning

⁵⁸ Richard E. Mayer, 'A Cognitive Theory of Multimedia Learning', *Multimedia Learning*, July, 2012, p.62 <<https://doi.org/10.1017/cbo9781139164603.004>>.

⁵⁹ Michael Bourdeaux, 'Letter from the Director', *Religion in Communist Lands*, 9.1 (1981), p. 2-3 <<https://doi.org/10.1080/09637498108430973>>.

more enjoyable and engaging for students. In addition, these tools can provide immediate feedback and a personalized learning experience, enabling students to receive individualized support. In general, the advantages of technology in English learning can result in enhanced learning outcomes and more positive attitudes towards language study⁶⁰.

- 3) Improve the effectiveness of learning in accomplishing learning goals.

Learning technology media can have several benefits in enhancing the learning process. By incorporating technology into the learning environment, learners can access a broad range of multimedia resources such as videos, images, audio, and interactive simulations that can help them understand complex concepts better. Additionally, technology media can provide personalized learning experiences by adapting to the learner's pace, style, and preferences.

⁶⁰ Dr. Mohammad Reza Ahmadi, 'The Use of Technology in English Language Learning: A Literature Review', *International Journal of Research in English Education*, 3.2 (2018), p.25 <<https://doi.org/10.29252/ijree.3.2.115>>.

This can help learners achieve their learning goals more effectively⁶¹.

- 4) It's helpful for students to have homework assigned.

Utilizing technology to learn English offers numerous benefits to students, especially when it comes to homework. With technological media, students can access a wealth of resources to aid their learning and complete their assignments. For instance, online dictionaries, language learning apps, and virtual writing assistants can help students improve their vocabulary, grammar, and writing skills. Additionally, technology provides a more engaging and interactive learning experience, making it easier for students to comprehend and retain information⁶². Overall, learning English using technological media can significantly enhance students' academic performance.

- 5) Enhancing Student Motivation for Learning

⁶¹ Rizky Andra Prayudi and others, 'The Use of Technology in English Teaching & Learning Process', *Jurnal Riset Dan Inovasi Pembelajaran*, 1.2 (2021), p.11 <<https://doi.org/10.51574/jrip.v1i2.38>>.

⁶² Silih Warni, Tian Abdul Aziz, and Dimas Febriawan, 'The Use of Technology in English As a Foreign Language Learning Outside the Classroom: An Insight Into Learner Autonomy', *LLT Journal: A Journal on Language and Language Teaching*, 21.2 (2018), p.56 <<https://doi.org/10.24071/llt.v21i2.1259>>.

Currently, the traditional teaching method and environment are no longer prevalent, and multimedia technology presents audio and visual animation effects in a natural and human way, allowing us to relate to more informational features such as space and time in order to give them meaning. It is unique and serves a useful purpose, which can increase students' interest in learning and motivate them to participate actively in class activities⁶³.

- 6) The tool can be utilized in a flexible manner by students.

The utilization of technology in education facilitates the ability of students to obtain educational materials and knowledge from any location globally, beginning with their local vicinity. The capacity to learn at one's own pace and schedule is a significant advantage of technology-based education. Furthermore, advancements in technology have enhanced the flexibility and availability of education, as evidenced by the growing prevalence of online degrees and mobile learning. With the rapid advancement of

⁶³ Yao Wang, 'Study of Application of Multimedia Technology in English Language Teaching', *Proceedings - 2015 7th International Conference on Information Technology in Medicine and Education, ITME 2015*, 2016, p.97 <<https://doi.org/10.1109/ITME.2015.136>>.

the digital revolution, technology presents promising prospects for molding educational experiences and attaining learning objectives⁶⁴.

7) Enhance students' self-learning attitudes.

Using technology-based learning media can improve students' motivation to learn and their desire to learn independently. Additionally, interacting with digital learning environments can help cultivate advanced cognitive abilities among students, including critical analysis and collaborative problem-solving, which are essential for their academic and professional growth. Therefore, incorporating technology-based learning media into the classroom can significantly impact students' lives, learning outcomes, and attitudes towards independent learning⁶⁵.

8) Helping to save time in the learning process.

One theory that supports this is the Interaction Hypothesis, which suggests that language acquisition is most effective when

⁶⁴ Abid Haleem and others, 'Understanding the Role of Digital Technologies in Education: A Review', *Sustainable Operations and Computers*, 3.February (2022), p.85 <<https://doi.org/10.1016/j.susoc.2022.05.004>>.

⁶⁵ Xiaoquan Pan, 'Technology Acceptance, Technological Self-Efficacy, and Attitude Toward Technology-Based Self-Directed Learning: Learning Motivation as a Mediator', *Frontiers in Psychology*, 11.October (2020) p.11 <<https://doi.org/10.3389/fpsyg.2020.564294>>.

learners are engaged in social interaction⁶⁶. Technology-based media, such as online language learning platforms, videoconferencing tools, and social media, can provide opportunities for learners the chance to participate in immediate communication with native speakers and fellow learners from various regions, thereby expediting the process of language acquisition⁶⁷.

Research has also shown that using technology-based media can improve learners' reading, listening, speaking, and writing skills⁶⁸. For example, online language learning platforms can provide personalized feedback on learners' pronunciation, grammar, and vocabulary, which can help learners identify areas for improvement and make progress more quickly. Similarly, language learning apps can provide learners with bite-sized exercises and games to practice their skills in a fun and engaging way⁶⁹. Therefore,

⁶⁶ Keith Johnson and Helen Johnson, *Handbook for Language Teaching*, "Interaction Hypothesis". *Encyclopedic Dictionary of Applied Linguistics: A Handbook for Language Teaching*. Oxford: Blackwell Publishers., 1999, p. 72.

⁶⁷ Barbara Means and others, 'Evaluation of Evidence-Based Practices in Online Learning', *Structure*, 2009, p.66 <www.ed.gov/about/offices/list/opepd/ppss/reports.html>.

⁶⁸ Binnur Genç İltter, 'How Does Technology Affect Language Learning Process at an Early Age?', *Procedia - Social and Behavioral Sciences*, 199 (2015), p.16 <<https://doi.org/10.1016/j.sbspro.2015.07.552>>.

⁶⁹ Hadoussa Slim and Menif Hafedh, 'Social Media Impact on Language Learning for Specific Purposes: A Study in English for Business Administration', *Teaching English with Technology*, 19.1 (2019), p.56–71.

technology-based media can provide opportunities for real-time communication with native speakers and other learners, which can accelerate language learning⁷⁰. It is important to note that social presence is important in language learning, and synchronous communication through videoconferencing can transmit non-verbal cues essential to EFL language learning. Higher levels of social presence among learners can increase the frequency of classroom interactions and levels of learner satisfaction.

c. The disadvantages of implementing Multimedia Technology in English Language Teaching.

Although the advantages of employing multimedia technology to teach English in the classroom have boosted the efficacy of teaching and the general capacities of students, there are still a variety of issues that arise in practical teaching, including:

1) Consuming Internet Data

Technology-based learning media, such as online learning platforms, e-learning tools, and video-based learning materials, require a reliable and stable internet connection to function

⁷⁰ Muneera Muftah, 'Impact of Social Media on Learning English Language during the COVID-19 Pandemic', *PSU Research Review*, 2023, p.9 <<https://doi.org/10.1108/PRR-10-2021-0060>>.

properly⁷¹. This can result in a significant amount of internet data usage, especially if the user frequently accesses video content or downloads large learning materials.

- 2) Making students feel difficult because they cannot use it.

Technology-based learning media can be challenging for some students to use, which can lead to feelings of frustration and difficulty. The study found that students who were not familiar with technology or had limited experience using it struggled to navigate online learning platforms and other digital tools⁷². This can lead to a lack of engagement and lower academic performance. Therefore, it is important for educators to provide appropriate training and support to help students develop the necessary skills to effectively use technology in the classroom.

B. Review of Related Studies

Currently, there are five previous studies that discuss learning passive voice material using media and one previous study that discusses

⁷¹ Mahboubeh Taghizadeh and Zahra Hasani Yourdshahi, 'Advantages and Drawbacks to Using Internet-Based Activities in Young Learners' Classrooms', 2018,p.6.

⁷² Elina Jääskä and Kirsi Aaltonen, 'Teachers' Experiences of Using Game-Based Learning Methods in Project Management Higher Education', *Project Leadership and Society*, 3.November 2021 (2022), p.11 <<https://doi.org/10.1016/j.plas.2022.100041>>.

students' perceptions of using media in learning English. The first previous study was research and development done by Wijaya and Mariono. The aim of this research is to build media for passive voice based on Android at SMA Negeri 19, Surabaya. These products are meant to be used by students as learning tools and as media to help them learn. Interactive multimedia based on Android has been certified by material experts (95%), media experts (95.83%), and companion material experts (94.28%). The outcome of the study showed that media may be used in the learning process⁷³.

The second previous study was by Ardien and Fitro. This study aims to create an educational game application with an Android-based interactive quiz application for valid MA NU Al Hikmah students. The concept chosen for the educational game is to provide missions that must be completed in the game, design the difficulty level of each level in the game, provide material explanations about passive voice and the differences in grammar used, and provide evaluations in the form of passive voice questions. This study utilized research and development design. The media expert validation results from the questionnaire test obtained a score of 2.9. This criterion is between 2.51 and 3.25, which is classified as a valid category. The results of the material expert validation obtained through testing obtained through a questionnaire are presented in Table 3.1. This criterion

⁷³ Wijaya and Mariono, p.12

is between 2.51 and 3.25, which is classified as a valid category. In light of the questionnaire result before the use of educational game application products, students' interest in participating in learning English obtained results of 61.5%, ranging from 55% to 64%, so that it is categorized as lacking student interest in learning. After using the educational game application product, the results obtained were 80.7%, ranging from 80% to 89%, so that it was categorized as high student interest in learning⁷⁴.

The third previous study was by Puji Astuti and colleagues and consisted of R&D research. The Android application Active-Passive Sentence Converter seeks to convert active sentences into passive ones. It is thought that this will make it easier for elementary school students to switch between active and passive constructions. Implemented in three elementary schools, the implementation test results were excellent, with a correctness rate of 92%⁷⁵.

The fourth previous study was by Dian Fadhilawati et al. This study focuses on addressing students' grammatical competence in passive voice in tertiary institutions by using the power of quiz applications. This study uses a classroom action research methodology. The results showed that the passive voice mastery of 24 students increased from 54.75 on the pre-action

⁷⁴ Rofiq, p.81

⁷⁵ Pujiastuti, Retnowati, and Rohman, p.027

test to 87.25 on the post-action test after using the quiz application. In addition, respondents viewed positively the use of a quiz platform to examine and evaluate passive voice. That is the conclusion that can be drawn from these results: that the use of quiz applications in passive voice learning significantly improves student learning outcomes because students can study passive voice material anywhere and anytime by playing games⁷⁶.

The fifth previous study was by Jannaty Mismara's was to investigate how students evaluate teachers' usage of social media in the classroom. Ultimately, this research aims to determine students' thoughts on social media as a tool for enhancing their English language skills. This research was conducted with a single research question in mind: to identify how students perceive the usage of social media for English language learning. This study employed case study research, with subjects drawn from UIN Ar-Raniry UIN students. Based on this research, the researchers concluded that social media can facilitate, motivate, and assist students in learning English. Students, in particular, feel favorably about this instructional framework.⁷⁷.

⁷⁶ Dian Fadhilawati and others, *'Tackling and Handling Students ' Grammar Mastery on Passive Voices in a Higher Education : Quizzes Application Power'*, *Veles*, 6.2 (2022), p.379–91.

⁷⁷ Jannaty Mismara, *'Students' Perception On Using Social Media For Learning English'*, Thesis (AR-RANIRY STATE ISLAMIC UNIVERSITY DARUSSALAM – BANDA ACEH, 2019).

The sixth previous study was by Pebby. It investigates the usefulness of employing lyric videos for passive voice learning. In addition, This study used qualitative methods and used fifty-three students as subjects. Furthermore, it investigated how students view the utilization of lyric videos in passive voice teaching. This study concluded that students joined their peers and other students; they also had a positive attitude and enjoyed themselves. When the teacher played the lyric video, nearly all the students were enthusiastic. They assumed that lyric videos promote passive voice comprehension in terms of structure and formula. By utilizing innovative instructional technologies, students can expand their imagination, level of critical thinking, level of creativity, and level of comprehension of the learning experience⁷⁸.

According to previous research, the researcher discovered that recent research has one thing in similarity, with previous research: finding English learning media, especially those that can be used as passive voice material. However, there are some differences between this research and previous studies. The first difference is that the first and four studies used research and development methods, whereas this study used qualitative descriptive methods. In the second difference, the previous research only obtained

⁷⁸ Pebby Pixtilany and Nur Saputri, '*the study of using video lyric to motivate students (A Case Study at One of Senior High Schools in Majenang)*', 2021, p.41–52.

eligibility validity from subject matter experts, media material experts, and companion material experts; it did not get perceptual results according to students; and there are no steps that the teacher can take in implementing this Android-based interactive multimedia. Whereas in this study, the researchers explored further the teacher's steps in teaching passive voice material using passive voice applications and also explored students' perceptions of using passive voice applications used by teachers in teaching passive voice sentence material. The third difference is that the fifth previous research centered on students' perceptions of using social media for English learning, whereas this research centered on students' perceptions of passive voice applications used by teachers in teaching passive voice material. Consequently, despite the differences and similarities present in this study, the researcher has utilized all existing research as a guide to conduct this investigation.

UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER III RESEARCH METHOD

A. Research Design

This study aims to investigate the teacher's procedures in teaching passive voice using passive voice applications and the students' perceptions of using passive voice applications. To find out the results, the researchers used a mixed methods approach by using descriptive design. A mixed methods approach is an investigation that involves collecting data either simultaneously or sequentially to understand a research problem. Data collection involves both numerical and informational aspect⁷⁹. In addition, "a mixed methods study is a study that combines both qualitative and quantitative approaches into the research methodology of a single study or a multiphase study."⁸⁰

Creswell stated that mixed methods are advantageous because they can produce validated and sub-stunted findings⁸¹. Therefore, the researcher uses this approach to investigate the teacher's procedure in teaching passive voice sentences material using the passive voice application and to explore students'

⁷⁹ John W. Creswell, *Research design: Quantitative, qualitative and mixed method approaches* (2nd Ed), (Thousand Oaks, California: Sage Publication, Inc. 2003). p.18-20

⁸⁰ Abbas Tashakkori & Charles Teddlie. *Mixed methodology: combining qualitative and quantitative approaches*. (Thousand Oaks: Sage Publications, Inc. 1988). p.17-18

⁸¹ John W. Creswell, p.217

perceptions of the passive voice application implemented by the teacher in teaching passive voice sentences material at MAN 1 Sidoarjo.

B. Research Subject and Setting

This research was conducted at Madrasah Aliyah Negeri 1, Sidoarjo. The researchers chose these schools and classes because they matched the research criteria. In this study, the criteria were teachers who had used passive voice applications on passive voice learning materials and students who had been taught using passive voice applications on passive voice learning materials. It determines the teacher's use of passive voice applications in learning passive voice sentence material and investigates students' perceptions of passive voice applications used by teachers in teaching passive voice sentence material. The subject in this study was one of the English teachers who used the passive voice application on passive voice sentences. The other subjects of this study were thirty-eight students from grade 11 MIPA 4, who studied using passive voice applications on passive voice material. The subject of this study was chosen because an English teacher at this school had used the passive voice application to teach passive voice sentence material. For the selection of students, this study also included thirty-eight eleventh-grade students who were taught on the usage of passive voice applications in passive voice materials. The English teacher shared his

knowledge about the procedure involved in teaching passive voice sentence material using passive voice applications. In addition, the thirty-eight students will furnish insights regarding information about their perceptions of the utilization of passive voice applications used by teachers in teaching passive voice sentence material.

C. Data and Source of Data

In research, data and data sources are very important because they will lead to research results. However, to obtain the data, it must be relevant to the research problem. Therefore, referring to the research question, this study uses mixed methods, namely qualitative and quantitative data. There are various ways to obtain data and determine data sources in research. In mixed-methods research, qualitative and quantitative data can be obtained through various techniques such as interviews, quotations from documents, field notes, and questionnaires. Qualitative data is usually collected through direct interaction with participants or through the analysis of documents and written materials. Quantitative data is usually collected through measurement, counting, or the use of standard data collection instruments⁸². Therefore, the teacher's procedure for teaching passive voice using an application serves as data to

⁸² R. Burke Johnson and Anthony J. Onwuegbuzie, 'Mixed Methods Research: A Research Paradigm Whose Time Has Come', *Educational Researcher*, 33.7 (2004), p.14–26 <<https://doi.org/10.3102/0013189X033007014>>.

answer the first research question. Other data to answer the second research question is students' perceptions of passive voice applications used by teachers in teaching passive voice.

Data sources are specific research subjects from which information can be collected. The sources of data come from teachers and students. The researcher chose one English teacher who have used passive voice applications in learning passive voice sentences and 38 students from class XI MIPA 4 who have been taught to use passive voice applications in learning passive voice sentences. The primary source of data for addressing the initial research inquiry comes from one of the English teachers. The sample size for the second research inquiry consisted of 38 students from class XI MIPA 4. In order to enhance the robustness of the data for this particular research question, the researcher conducted interviews with six students from the same cohort of eleventh graders. These six students were selected using purposive sampling techniques. Purposive sampling is the deliberate selection of people who can provide the best information about the phenomenon⁸³. Therefore, the selection of six students in the class is important because it can provide the best

⁸³ John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (PEARSON: University of Nebraska, 2012), p.45

information about this phenomenon, and the six students selected are students who get the best grades and are most active in class activities.

D. Data Collection Technique

In order to gather data for this study, interviews and questionnaires will be employed as data collection methods.

Table 3. 1 Data Collection Technique

No.	Research Question	Data Collection Technique	Source of Data	Data
1	Research Question (1)	Interview	One English teacher of MAN 1 Sidoarjo	The Step of the teacher teach passive voice sentences by using passive voice application.
2	Research Question (2)	1. Questionnaire 2. Interview	Thirty eight eleventh-grade student of MIPA 4 Six eleventh-grade students to strengthen the data	Students' Perceptions

According to the preceding table, the first researcher obtains responses to the first research question by interviewing teachers about the processes teachers conduct when teaching passive voice material through passive voice applications. The researcher distributed Google Form questionnaires to 38 eleventh-grade students in MIPA 4 in order to collect responses to question number two. To find out additional information, the researcher took six students using purposive sampling, in which the researcher

interviewed six eleventh grade students from 38 samples. The selection of six students in the class is important because it can provide the best information about this phenomenon, and the six students selected are students who get the best grades and are most active in class activities.

This study will employ interviews with a semi-structured format. The flexibility of semi-structured interviews allows the interviewer to study facts in depth and prevent misunderstandings⁸⁴. Consequently, through semi-structured interviews, this study was able to collect additional data, a broader range of data, and more in-depth data if there were questions that could be asked in greater detail throughout the interview. The researcher then interviewed six eleventh-grade students in focus groups. According to Creswell, focus group interviews are techniques for obtaining information through interviews with a group of people, often six to twelve people, and are used to obtain data about individual perceptions of something, such as a service, and do not seek agreements or decisions about actions to be taken. When the researcher has little time to gather information, this method is effective⁸⁵. When the researcher has little time to obtain information, this method is effective.

⁸⁴ Donal Ary et, al., *Introduction to Research in Education (Eighth Edition)*. (United States of America: Wadsworth, 2010), p.438.

⁸⁵ Creswell, IV, p.14

In addition, the researchers used a questionnaire that was created using Google Forms. In Creswell's opinion, questionnaires are an extremely useful tool for gathering essential information from research participants. Within this framework, the intent of the questionnaire is to explore the students' views regarding the utilization of passive voice applications utilized by teachers in the instruction of passive material. The link to the Google Form questionnaire will be distributed to these students. The 38 students in the eighth grade will give their perceptions of the applications for teaching passive voice. The deadline for completing and submitting a questionnaire is one day, or 24 hours. To prevent carelessness in completing and submitting the questionnaire, the deadline is only one day away.

E. Research Instrument

This study used two instruments to answer research questions, namely questionnaires and interviews.

1. Interview Guideline (See Appendix 1)

The interview guideline reflect research questions consisting of items about the teacher's steps or processes in using passive voice applications in passive voice material and students' perceptions of passive voice applications used by teachers in teaching passive voice materials. To find out additional information for second research question, the researcher

will interview six eleventh-graders from a sample of 38. The selection of six students in the class is important because it can provide the best information about this phenomenon, and the six students selected are students who get the best grades and are most active in class activities. This study will employ interviews with a semi-structured format.

The interview guide for the first research question, which the researcher adapted from previous research, was by Adi Sasmita. The adapted research instruments were taken from other people's instruments and then adapted to the needs of researchers. The researcher then translates the language and changes it in such a way as to fit the context of the research objectives. Then the researcher needs a validator to re-validate the changed instruments. The previous study from Adi Sasmita was chosen to be adapted because it has the same research context, namely regarding the steps in carrying out learning activities. While the interview guide for the second research question was adapted from Marwana Ambolele's previous research. The researcher chose to adapt Marwana Ambolele's research because it has the same research context, namely the benefits and challenges of the application used in learning English. Marwana Ambolele's research focuses on students' perceptions of the use of instructional media, but this research focuses on students' perceptions of passive voice applications. So it is necessary for researchers to adapt the instrument.

2. Questionnaire (See Appendix 2)

A questionnaire is a series or list of questions arranged systematically that will be distributed to respondents⁸⁶. The questionnaire is designed in the form of closed-ended statements to ease the researcher in collecting the data. The questionnaire consists of five answer choices. The five answer choices are “Strongly Disagree”, “Disagree”, “Neutral”, “Agree”, and “Strongly Agree” which students choose that are suitable to their perception. The questionnaire reflects students' perceptions of passive voice applications used by teachers in teaching passive voice materials. In this study, the questionnaire was adapted from a similar previous study conducted by Muhammad Riduan. The researcher then translates the language and changes it in such a way as to fit the context of the research objectives. Then the researcher needs a validator to re-validate the changed instruments. The researcher distributed Google Form questionnaires to 38 eleventh-grade students in MIPA 4 in order to collect responses to question number two. To find out additional information, the researcher will interview six eleventh-graders from a sample of 38. Questionnaire contains benefits and challenges of using passive voice applications in passive voice learning.

⁸⁶ R. Burke Johnson and Larry Christense, *Educational research quantitative, qualitative and mixed approaches* (4th Ed). (Thousand Oaks: Sage Publication, Inc. 2012), p.197

F. Data Analysis Technique

Data analysis techniques are methods or ways to process data into information so that the characteristics of the data become easier to understand and are also useful for finding solutions to problems, especially problems in a study.

1. Qualitative Data

Data analysis is the process of finding and organizing the results of systematic interviews that have been collected in order to increase understanding of the research being studied. According to Miles and Huberman, the activities in qualitative data analysis are carried out interactively and run continuously until they are finished, so that the data is saturated. Activities in data analysis are data reduction, data display, and drawing conclusions or data verification⁸⁷.

a. Data Reduction

Sometimes the data obtained from the field is quite a lot, so it needs to be recorded carefully and in detail. The longer researchers plunge into the field, The amount of data will be more complicated. For this reason, it is necessary to immediately carry out data analysis through

⁸⁷ Miles and Huberman, *Qualitative data analysis: A methods sourcebook* (3rd ed.). (SAGE Publications, Inc., 1992), p. 18.

data reduction. Data reduction means summarizing, choosing the main things, and focusing on the things that are important. Thus, the reduced data will provide clearer information.

b. Data Display

After the data is reduced, the next step is the presentation of the data. Through the presentation of data, the data is organized and structured in such a way that it is easier to understand. In qualitative research, data presentation can take the form of brief descriptions, charts, and relationships between categories.

c. Conclusion / Verivication Data

In qualitative research, the initial conclusions are still temporary and will change if strong evidence is not found to support the next stage. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible. Thus, the conclusion in qualitative research is a new finding. Findings can be a description of an object.

2. Quantitative Data

The analysis technique in this study used descriptive statistical techniques to make it easier to carry out research data analysis. The researchers used Google Forms to do this. Descriptive statistics are statistics

that are used to analyze data by describing or describing the data that has been collected, either in the form of data assessment in the form of tables, graphs, diagrams, medium, mode, frequency, and so on⁸⁸.

In this step, the researcher uses statistical analysis to analyze the data that has been collected during the research. This analysis technique is used to provide an overview of students' perceptions about the use of passive voice applications in passive voice sentences. If the data has been collected, the researcher will classify the same answers for each statement. After all the answers have been classified, the answers will be calculated as a percentage. To calculate the percentage of each answer, researchers will use the formula below:

$$\frac{\sum x}{\sum n} \times 100$$

$\sum x$ = Total Respondents who choose the same answer

$\sum n$ = Frequency responders⁸⁹

At last, the researcher will draw a conclusion about students' perceptions of the use of passive voice in passive voice sentences based on the percentage of answers to each statement in the questionnaire.

⁸⁸ John W. Creswell, IV. p.183

⁸⁹ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada: 2014), p.9

G. Data Validity Check

1. Qualitative Data

To determine the validity of the data, the researcher used the triangulation technique. This study employs technical triangulation as a method of ensuring data credibility. Specifically, this involves cross-referencing the data against the same source using multiple techniques. In this stage, the researcher conducted interviews and distributed questionnaires, which were followed by documentation. That is, this check uses different techniques, such as when the researcher uses the interview method about the steps or process the teacher uses to teach passive voice material using passive voice application, then re-checks using documentation techniques to get data in the form of lesson plans.

In addition, the researcher also conducted member checks to confirm the data. According to Creswell, member checking is a procedure in which an interviewer asks one or more study participants questions to verify the accuracy of an assessment⁹⁰. Implementation of member checks is carried out after data collection is complete or after obtaining findings or conclusions. This can be done individually by researchers coming to data providers or through group discussion forums. In group discussions, the researcher conveys his findings to a group of data providers. so that this data will later be mutually agreed upon

⁹⁰ Creswell, IV. p.47

between the researcher and the informant, namely the English teacher and eleventh grader of MIPA 4. After the data is mutually agreed upon, the data provider is asked to sign it so that it is more authentic and as proof that the researcher has conducted a member check.

2. Quantitative Data

a. Validity

The validity used in this research is construct validity. Construct validity refers to the validity of what psychological aspects are measured by a measurement, and there are certain constructs that can be evaluated that can produce good performance in a measurement⁹¹. Furthermore, after the instrument has been made, several aspects will be measured based on certain theories. After that, it must be consulted with the validator. In this study, the validator who will provide an assessment of the validity of the instrument is a lecturer at the Department of English Education at UIN Sunan Ampel Surabaya.

b. Reliability

In this research, the researcher used internal consistency and reliability. kind of reliability test is done by applying the instruments only

⁹¹ Robbert F. DeVellis, *Scale development: Theory and applications*, (SAGE Publications: 2017), p.53

once. Then, the data that has been gained from the respondents will be analyzed. The result of the analysis can be used to determine whether it is reliable or not⁹².

H. Research Stages

According to Moleong, there are three main stages in qualitative research, including⁹³:

- 1) The initial phase of pre-field, referred to as orientation, involves several key components. These include establishing the research focus, aligning the theoretical and disciplinary framework, investigating the research context, conducting preliminary field observations (in this instance, at MAN 1 Sidoarjo), developing research proposals that encompass the research background, gaps, and research questions, conducting a literature review, and outlining the research methodology. Following this, research proposal seminars are conducted, and research permits for research subjects are obtained.
- 2) The stage of field activity involves the acquisition of data pertaining to the research topic, namely about teacher procedures in teaching passive voice using passive voice applications and students' perceptions of passive voice

⁹² Robbert F. DeVellis, p.26

⁹³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2005), p.85-103.

applications to learn passive voice. Data collection through interviews and questionnaires.

- 3) The phase of data analysis encompasses the tasks of systematically handling and arranging the data gathered from comprehensive interviews and questionnaires, after which the interpretation of the data is carried out according to the context of the problem under study. Furthermore, checking the validity of the data by checking the data sources and methods used to obtain it as valid, accountable data is a basis and material for giving meaning or interpretation to the data, which is a determining process in understanding the context of the research being studied.
- 4) The phase of report composition encompasses the tasks of consolidating research results from all series of data collection activities and giving the data meaning. After that, consult the research results with the supervisor to get input on improvements to make them better so that they can perfect the research results.
- 5) The last step is to determine the completeness of the requirements to hold a thesis examination.

CHAPTER IV RESEARCH FINDING AND DISCUSION

The fourth chapter discusses research findings. This study examined how teachers use passive voice applications to teach English passive voice materials and how students perceive them. Theory and relevant previous studies are then incorporated into the discussion.

A. Research Findings

This section presents the results of the study in relation to the research questions. The first research question answers the procedure for employing the passive voice application used by teachers to teach passive voice sentences. Interviewing an English teacher provided data for this first research question. The second research question focuses on the students' perceptions of the use of passive voice applications that are used by teachers in the teaching of passive voice sentences in English. This question contains aspects of the benefits and challenges of using passive voice applications in the learning of English passive voice sentences. In order to obtain more information and strengthen the data, a Google Form questionnaire was given to 38 students in the eleventh grade of MIPA 4. Additionally, interviews were conducted with six students in the eleventh grade of MIPA 4 to acquire additional information and strengthen the data. The findings of this research are described in detail in the sections that follow:

1. The Procedures for Using the Passive Voice Application Used by Teacher in Teaching Passive Voice Sentences.

This section's explanation assists the reader in comprehending this research, which is based on the researcher's interview with the teacher.

Table 4. 1 The Procedures for Using the Passive Voice Application Used by Teacher in Teaching Passive Voice Sentences.

The Procedures for Using the Passive Voice Application Used by Teachers in Teaching Passive Voice Sentences.	Before the learning day, the teacher asks students to study passive voice material using the passive voice application at home.
	Pre-activities include the teacher greeting students, checking student attendance, and giving impressions regarding the learning material to be studied.
	Main activities include discussion and giving assignments.
	Post Activities include evaluation and closing

According to an interview with an English teacher at MAN 1 Sidoarjo who used the passive voice application, the teacher says that before the learning day, the teacher asks students to study material using the application at home:

"Before teaching in class or before learning begins, I ask students to study passive voice material using the passive voice application at home. On the other hand, I also collect and adjust material, quizzes, and passive voice videos using the application."

In this case, before the teaching day, the teacher collects material, quizzes, and videos that will be taught in class.

According to the results of teacher interviews regarding the procedure for using passive voice applications when learning passive voice sentences, the learning activity procedure consists of pre activities, main activities, and post activities. This can be seen in the following interview excerpts:

"My activities started with pre-activities, namely, greeting students, checking student attendance, and giving impressions regarding the learning material to be studied."

The teacher starts pre-activities by greeting students, checking students' attendance, and giving impressions regarding the learning material to be studied. After that, the teacher continued with the main activities. This can be seen in the expression below:

"My students ask to form groups in this activity because learning is done through the discussion method. After that, I played the video features in the application, and then students were asked to guess, such as "what tenses are mentioned in the video?" and "why are these tenses called?" Students consult each other to answer the question. After this

stage, I asked each group to conclude what they had learned from the passive voice application while studying at home and from the results of the discussion. Next, I explained again and provided additional material related to passive voice sentence material, so that in this case, the understanding regarding passive voice sentence material was not only obtained by students from the application but also from my explanation. The next activity is assignment, where I give assignments to students individually or in groups. In this assignment, I used a quiz available in the passive voice application.”

For the main activities, the teacher provides activities in the form of discussions and assignments. In addition, the teacher also takes advantage of the quiz's features as a medium for giving assignments. Learning activities continue in the post-activity activities. In this case, the results of the interview said that:

“At the end of the activity, I evaluate students' performance on that day's activities, and vice versa. I also ask students to provide an evaluation of my teaching. In addition, I also asked the students if there were any difficulties. Then I conclude the material, followed by ending the lesson.”

At the end of the lesson, the teacher evaluates the students, asks them to give an evaluation for him, and then closes.

2. The Students' Perception of the Passive Voice Application Used by Teacher in Teaching Passive Voice Sentences.

This section's explanation aids the reader in comprehending the research based on the Google Form questionnaire results and student interviews. Using a Google Form questionnaire, this data was gathered. 38 eleventh-grade students from MIPA 4 responded to the Google Form questionnaire based on their perceptions. After completing the questionnaire, the researcher conducted interviews with the six eleventh-grade students.

In accordance with the Google Form questionnaire and interviews, the researcher classified two aspects of student perceptions about the use of passive voice applications by teachers in teaching passive voice sentences. Petegem and others assert the importance of assessing educational outcomes based on the experiences of students, such as their feelings about the benefits and challenges of learning and any observed growth in their understanding of the material⁹⁴. In this case, two aspects

⁹⁴ Van Petegem, Karen, et al. "Student Perception As Moderator For Student Wellbeing." (Social Indicators Research, 2007), p.447-463

of student perception are examined in this study: the benefits and challenges of using passive voice applications that teachers use in teaching passive voice sentences. For the conclude result for the questionnaire (see appendix 2)

Using passive voice applications to study passive voice sentences offers advantages. More benefits of the passive voice application are discussed as follows:

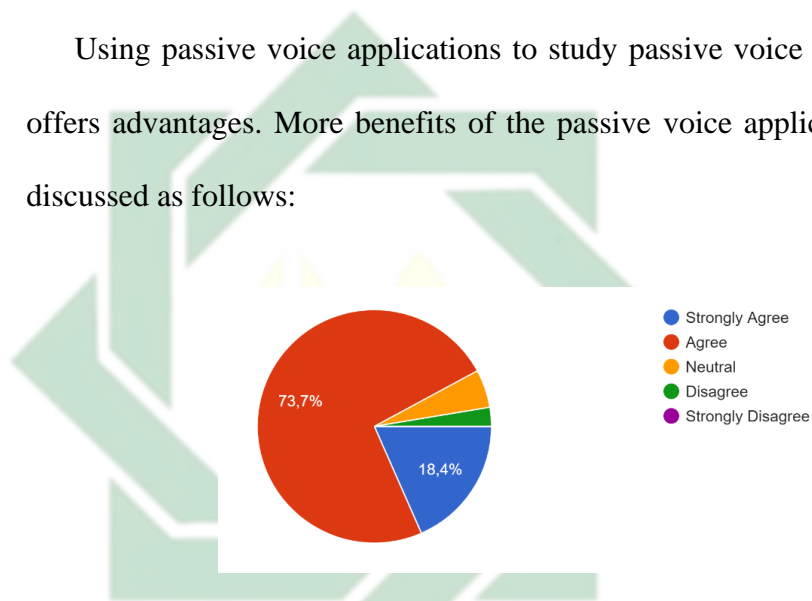


Figure 4. 1 I can learn passive voice material easier with passive voice applications.

In accordance with the responses obtained from the Google Form questionnaire, Figure 4.1 shows that twenty-eight students (73.7%) agreed that they can learn passive voice material easier with passive voice applications ; seven students (18.4%) strongly agreed that they can learn passive voice material easier with passive voice applications; and their two students (5.3%) neutral that that they can learn passive voice material easier with passive voice applications Meanwhile, one student (2,6%)

disagree that he can learn passive voice material easier with passive voice applications. The following quotations have been supported by the results of interviews with students regarding students' feelings of liking for the passive voice application used by the teacher to teach passive voice sentences, and students argued as follows:

“This application makes it easier for us to learn passive voice material because the presented formula is simple to remember and I encounter the vocabulary frequently. Aside from that, the video's content is enjoyable and not tedious, so we can easily assimilate it.”(Student 1, student 2, and student 3)

“I share the same enthusiasm as students 1, 2, and 3 for this application of passive voice. For me, learning with this application is simpler than learning from a book because the explanation is concise and straightforward.” (Student 4)

*“We find it difficult to use this application because we feel learning will be easier if the teacher explains it directly.”
(Student 5,6)*

So the students' interest in this application is great because studying passive voice sentences through passive voice applications is easy and enjoyable because the material presented in the application is easy to remember and not tedious. In line with that, most of the eleventh grade MIPA 4 students agreed that they can learn passive voice material easier with passive voice applications.

In addition, students find it easier to learn passive voice sentence material through the passive voice application, and they also have fun when the teacher uses the passive voice application to study passive voice sentence material. This is shown in the following illustration, which is referred to as Figure 4.2.

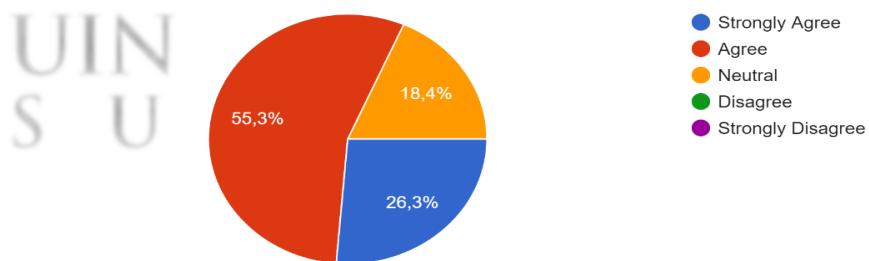


Figure 4. 2 I feel learning passive voice material is more fun with using passive voice applications.

In accordance with the responses obtained from the Google Form questionnaire, Figure 4.1 shows that ten students (26.3%) strongly agree that they feel learning passive voice material is more fun with using passive voice application, twenty-one students (55.3%) agree that they feel learning passive voice material is more fun with using passive voice application, and seven students (18.4%) neutral that they feel learning passive voice material is more fun with using passive voice application. Moreover, the following excerpts are supported by the results of interviews with students regarding their feelings about learning passive voice sentences using passive voice applications.

"I really have fun learning passive voice from passive voice applications because I can get material easily and quickly."

(Student 1)

"By using this application, I have fun because I feel that my cellphone is useful for learning." (Student 1 and student 2)

"I have fun using this application because the material is easy to understand and can be used anytime and anywhere." (Student 4, student 5, student 6)

Therefore, it can be concluded that most of the eleven MIPA 4 students agree that they feel learning passive voice material is more fun with using passive voice application.

Moreover, students not only feel fun when the teacher teaches using the passive voice application for passive voice sentence material, but they also feel that this application makes process learning effective in achieving learning objectives in passive voice sentence material. This is illustrated in Figure 4.3 below:

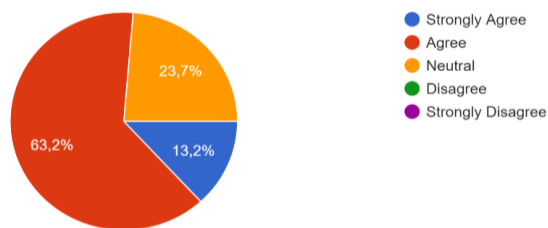


Figure 4. 3 feel learning passive voice sentence material by using passive voice applications makes the learning process more effective in achieving learning objectives.

According to the responses obtained from the Google Form questionnaire, figure 4.3 shows that five students (13.2%) Strongly agree that they feel learning passive voice sentence material by using passive voice applications makes the learning

process more effective in achieving learning objectives, twenty-four students (63.2%) agree that they feel learning passive voice sentence material by using passive voice applications makes the learning process more effective in achieving learning objectives, and nine students (23.2%) neutrals that they feel learning passive voice sentence material by using passive voice applications makes the learning process more effective in achieving learning objectives. This response is supported by the results of interviews with students, who argue that:

"I can work on passive voice material with a more effective and easier process, so I feel that the learning objectives set by the teacher have been successfully achieved." Student 1 and student 2

"The learning by using the voice application is easier for us to understand; we don't find it difficult." student 3, student 4, student 5, and student 6.

In this case, it can be concluded that most of the eleventh grade MIPA 4 students agree that they feel learning passive voice sentence material by using passive voice applications

makes the learning process more effective in achieving learning objectives.

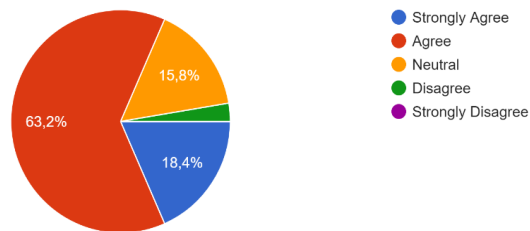


Figure 4. 4 I can increase understanding of material passive voice sentences through passive voice application.

According to the responses obtained from the Google Form questionnaire, figure 4.4 shows that seven students (18.4%) strongly agree that they can increase understanding of material passive voice sentences through passive voice application, twenty-four students (62.3%) agree that they can increase understanding of material passive voice sentences through passive voice application, six students (15.8%) neutrals that they can increase understanding of material passive voice sentences through passive voice application, and one student (2.6%) disagrees that he can increase understanding of material passive voice sentences through passive voice application.

Based on interviews with students, student 3, student 4, student 5, and student 6 argued that they could increase understanding of material passive voice sentences through passive voice application.

"Yes, this application has increased my understanding of passive voice sentences because the formula presented is easy to remember. Before, I felt it was difficult, but now I understand very well."

So the conclusion from this response is that most of the eleventh grade students in MIPA 4 agree that they can increase understanding of material passive voice sentences through passive voice application.

In addition, students can not only increase understanding, but by using passive voice applications, they get motivated to learn passive voice sentences. This can be seen in figure 4.5 below:

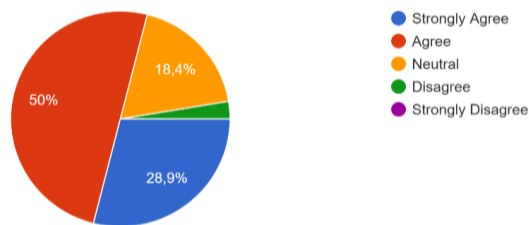


Figure 4. 5 I get motivated to learn passive voice sentences using passive voice applications.

According to the responses collected from the Google Form questionnaire, figure 4.5 shows that eleven students (28.9%) strongly agree that they get motivated to learn passive voice sentences using passive voice applications, nineteen students (50%) agree that they get motivated to learn passive voice sentences using passive voice applications, seven students (18.4%) neutrals that they get motivated to learn passive voice sentences using passive voice applications, and one student (2.6%) disagrees that he get motivated to learn passive voice sentences using passive voice applications. Besides that, based on interviews with students, they argued that they get motivated to learn passive voice sentences by using passive voice applications. It can be seen in the excerpt below:

“When the lesson started, I was very active because I felt that I had previously learned passive voice material through the passive voice application.” (Student 1 and student 2)

“Just like students 1 and 2, I also actively answer questions from the teacher because, after learning from the application, I have great motivation to learn passive voice because the contents of the application are really easy to understand.” (Student 3)

“The quizzes that are available in this application also have answers, so in that case, I am motivated to learn many sentences in the passive voice. When I don't understand what is presented in the application, I ask the teacher, so I am more active in learning passive voice.” (Student 4, student 5, and student 6)

Students become active in class because this application makes passive voice material easy to understand, which fosters student motivation to learn passive voice sentences. It can be concluded that the eleventh grade students of MIPA 4 agree that they get motivated to learn passive voice sentences using passive voice applications.

Besides that, this application can not only motivated to learn passive voice sentences, but it can also be a facility for them to do their own assignments at home. This can be seen in figure 4.6 below:

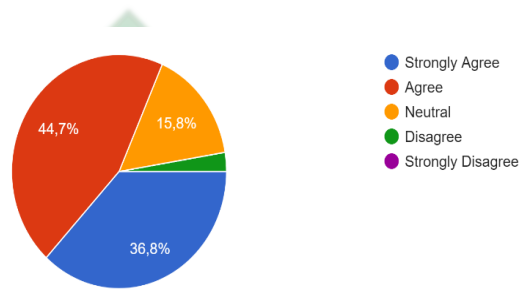


Figure 4. 6 I find it helpful when doing passive voice assignments at home using the passive voice application.

Based on student responses in the questionnaire above, figure 4.6 shows that fourteen students (36.8%) strongly agree that they find it helpful when doing passive voice assignments at home using the passive voice application; seventeen students (44.7%) agree that they find it helpful when doing passive voice assignments at home using the passive voice application; six students (15.8%) neutrals that they find it helpful when doing passive voice assignments at home using the passive voice application; and one student (2.6%) disagrees that he find it helpful when doing passive voice assignments at home using the

passive voice application. Apart from the results of the questionnaire, this excerpt is also supported by student interviews, which state that:

"I found a lot of ideas when learning to use this application, because in the explanation there are new sentences that I encountered. For studying at home, this really helped me because the sentences are easy to understand." (Student 1)

"I think the content in the passive voice application is easy to digest for me, which makes it easier for me to accept passive voice material as homework." (student 2)

"I prefer direct exposure from the teacher because I am confused when using this application because I am still learning from the beginning regarding this material."

Three other students have the same opinion as students 1 and 2.

Apart from being a facility for doing homework, this passive voice application can also enhance independent learning attitude through learning passive voice. This can be seen in Figure 4.7:

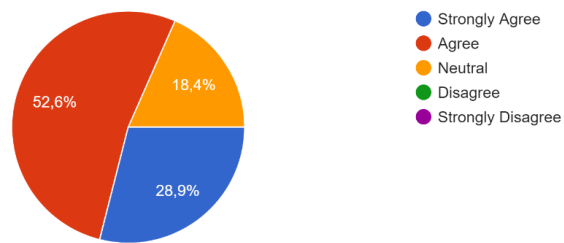


Figure 4. 7 I feel that learning passive voice sentence material by using passive voice applications can improve my independent learning attitude.

According to the questionnaire response shown in Figure 4.7, eleven students (28.9%) strongly agree that learning passive voice sentence material using passive voice applications can enhance independent learning attitudes; twenty students (52.6%) agree that learning passive voice sentence material using passive voice applications can enhance independent learning attitudes; and seven students (18.4%) neutrals that learning passive voice sentence material using passive voice applications can enhance independent learning attitudes. This is supported by the results of interviews with students, who argued that passive voice application can improve their independent learning:

"The passive voice application can increase my ability to learn passive voice sentences independently because it is

flexible and the application is available on cellphones; besides that, this application is easy to operate."

Therefore, it can be concluded that students of eleventh grade MIPA 4 agree that learning passive voice sentence material using passive voice applications can enhance independent learning attitudes.

Moreover, this passive voice application can not only enhance students' independent attitudes toward learning, but using this application can make it easier for students to learn passive voice flexibly, whenever and wherever. This is illustrated in figure 4.8 below:

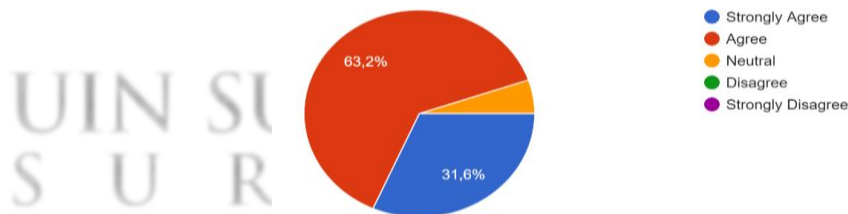


Figure 4. 8 I find it easy to use passive voice applications because it makes it easy to learn passive voice flexibly, whenever, and wherever.

In accordance with the responses obtained from the Google Form Questionnaire, figure 4.8 shows that twelve

students (31.6%) strongly agree that they find easy to use passive voice applications because it makes it easy to learn passive voice flexibly, whenever, and wherever; twenty-four students (63.4%) agree that they find easy to use passive voice applications because it makes it easy to learn passive voice flexibly, whenever, and wherever; and two students (5.3%) neutrals that they find easy to use passive voice applications because it makes it easy to learn passive voice flexibly, whenever, and wherever. It can be determined that students agree that passive voice learning using passive voice applications makes it easy to learn passive voice flexibly, whenever, and wherever. This is also supported by the results of interviews with students, namely as follows:

“Yes, it's true that this application can be used anytime and anywhere; it's very flexible for us if we want to learn it.”

In addition to the passive voice application, it can make it easier to learn passive voice material flexibly, namely whenever and wherever. Passive voice learning using passive voice applications can also save time in the learning process. This can be seen in Figure 4.9 below:

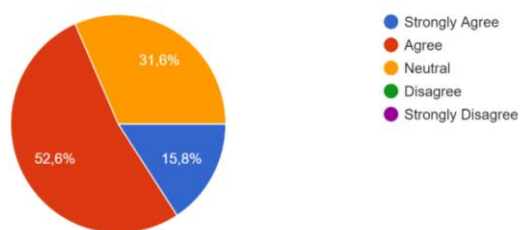


Figure 4. 9 I feel learning passive voice by using passive voice applications can save time in the learning process.

In accordance with the responses contained in the Google Form questionnaire, figure 4.9 shows that six students (15.8%) strongly agree that they feel passive voice learning using passive voice applications can save time in the learning process, twenty students (52.6%) agree that they feel passive voice learning using passive voice applications can save time in the learning process, and twelve students (31.6%) neutrals that they feel passive voice learning using passive voice applications can save time in the learning process. This is supported by the results of interviews with students, they argue that:

"By using the passive voice application it can save time in the learning process, because before learning the teacher has asked us to study at home, so in class the teacher only reviews a little"

It can be concluded that they feel passive voice learning using passive voice applications can save time in the learning process.

In this case, the use of learning media using passive voice applications requires an internet network for its operation.

This can be seen in figure 4.10 below:

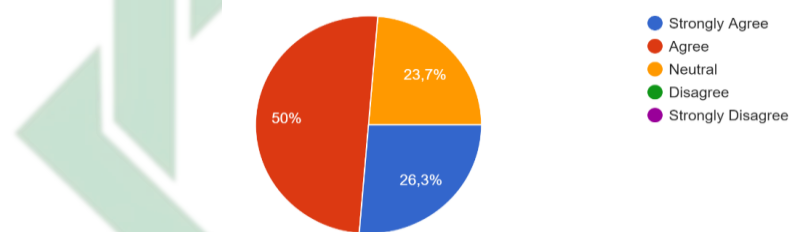


Figure 4. 10 I need an internet network to operate passive voice applications when learning passive voice sentences.

According to the results of the response from the questionnaire above, figure 4.10 shows that ten students (26.3%) strongly agree that they need an internet network to operate passive voice applications when learning passive voice sentences, nineteen students (50%) agree that they need an internet network to operate passive voice applications when learning passive voice sentences, and nine students (23.7%) neutrals that they need an internet network to operate passive

voice applications when learning passive voice sentences. So that in this case, the most conclusions from eleventh grade MIPA 4 agree that they need an internet network to operate passive voice applications when learning passive voice sentences.

Apart from the benefits, there are also some challenges in using passive voice applications to study passive voice sentences. The following is a detailed explanation of the challenges associated with using passive voice applications to study passive voice sentences.

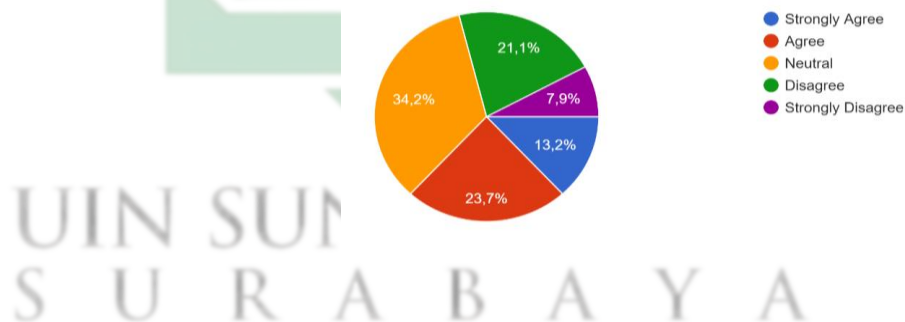


Figure 4. 11 I have experienced problems in carrying out passive voice learning using passive voice applications because of inadequate cellphone facilities, limited internet packages, and poor signal problems.

From the responses collected on the Google Form questionnaire, figure 4.11 above shows that five students

(13.2%) strongly agree that they have experienced problems carrying out passive voice learning using passive voice applications because of inadequate cellphone facilities, limited internet connection, and poor signal problems. Nine students (23.7%) agree that they have experienced problems carrying out passive voice learning using passive voice applications because of inadequate cellphone facilities, limited internet connection, and poor signal problems. Thirteen students (34.2%) neutrals that they have experienced problems carrying out passive voice learning using passive voice applications because of inadequate cellphone facilities, limited internet connection, and poor signal problems. Eight students (21.1%) disagree that they have experienced problems carrying out passive voice learning using passive voice applications because of inadequate cellphone facilities, limited internet connection, and poor signal problems. and three students (7.9%) strongly disagree that they have experienced problems carrying out passive voice learning using passive voice applications because of inadequate cellphone facilities, limited internet connection, and poor signal problems. This statement is supported by the results of the interviews, which are as follows: Based on the interviews of student 1, student 2, student 3, and student 4.

"Sometimes we experience an unstable internet connection, and sometimes we don't have an internet connection."

"We don't experience these problems; we feel the application has light storage and doesn't take up a lot of internet."

Students 5 and 6

So in conclusion, most of the eleventh grade MIPA 4 students are neutrally inclined to agree that they have experienced problems carrying out passive voice learning using passive voice applications because of inadequate cellphone facilities, limited internet connection, and poor signal problems.

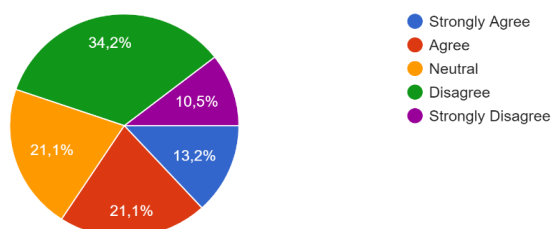


Figure 4. 12 I feel that learning passive voice sentence material is difficult to understand because of my lack of understanding about passive voice applications.

In accordance with the response results obtained from the Google Form questionnaire, figure 4.12 shows that five students (13.2%) strongly agree that they feel that learning

passive voice sentence material is difficult to understand because of my lack of understanding about passive voice applications, Eight students (21.1%) agree that they feel that learning passive voice sentence material is difficult to understand because of my lack of understanding about passive voice applications. Eight students (21.1%) neutral that they feel that learning passive voice sentence material was difficult to understand because of my lack of understanding about passive voice applications. Thirteen students (34.2%) disagree that they feel that learning passive voice sentence material is difficult to understand because of my lack of understanding about passive voice applications, and four students (10.5%) strongly disagree that they feel that learning passive voice sentence material is difficult to understand because of my lack of understanding about passive voice applications. Based on the interviews with student 3, student 4, student 5 and student 6, the following states:

"Lack of understanding and confusion about the material because the explanation is too short."

So it can be concluded that a few students agree that they feel that learning passive voice sentence material is difficult to

understand because of my lack of understanding about passive voice applications. However, most of the eleventh grade MIPA 4 students did not agree that they felt that learning passive voice sentence material is difficult to understand because of my lack of understanding about passive voice applications.

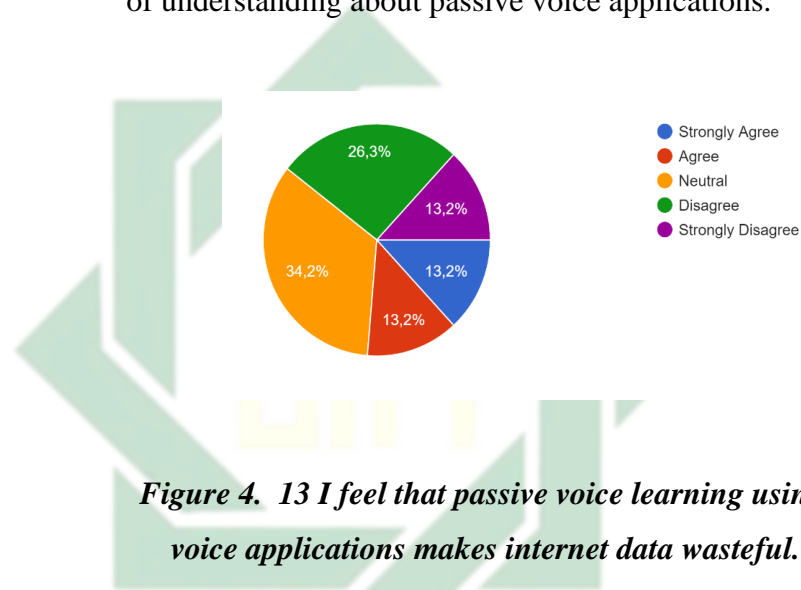


Figure 4. 13 I feel that passive voice learning using passive voice applications makes internet data wasteful.

In accordance with the responses generated on the google form questionnaire, figure 4.13 shows that five students (13.2%) strongly agree that they feel that passive voice learning using passive voice applications makes internet data wasteful, five students (13.2%) agree that feel that passive voice learning using passive voice applications makes internet data wasteful, thirteen students (34.2%) neutrals that they feel that passive voice learning using passive voice applications makes internet data wasteful, ten students (26.3%) disagree that they feel that

passive voice learning using passive voice applications makes internet data wasteful and five students (13.2%) strongly disagree that they feel that passive voice learning using passive voice applications makes internet data wasteful. This is supported by the results of interviews with six students, they said that:

"This application does not require much internet."

So in this case, the conclusion is that the eleventh grade students of MIPA 4 feel that they disagree and that passive voice learning using passive voice applications makes internet data wasteful.

B. Research Discussion

1. The Procedures for Using the Passive Voice Application Used by Teacher in Teaching Passive Voice Sentences.

Concerning the findings of the teacher's procedures in teaching passive voice material using passive voice applications, they are as follows: The teacher asked students to study the material through passive voice applications at home before learning began. This is in accordance with what is done in the flipped classroom, which requires students to

study material through applications at home before attending class. This approach aims to increase student engagement, foster critical thinking skills, and facilitate deeper understanding of subject matter through active learning experiences. Additionally, it allows teachers to provide more personalised attention and support to students during face-to-face interactions⁹⁵. In addition, the results of the current research are also corroborated by the results of research conducted by Rika Irawati, which found that before class, students are expected to watch related videos at home. Then, in class, a question session is held to clarify aspects that are difficult for students to understand. Students make a list of questions about problems they don't understand from the video. Next, students are given assignments in class to reflect on and discuss what they have learned⁹⁶. In addition, Fila Chandra's research also has similarities with this study, namely that in the initial activities, the teacher opened the lesson by greeting, checking student attendance, and doing apperceptions. Then, in the main activity, the teacher divides students into several groups, asks

⁹⁵ Jonathan Bergmann and Sams A, *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Eugene, OR: International Society for Technology in Education, 2012. p.16
<https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/15451/Flip_Your_Classroom.pdf>.

⁹⁶ R Irawati, W Wahyudi, and A Widodo, 'Implementasi Flipped Classroom Dalam Pembelajaran Grammar Pada Mahasiswa Jurusan Akuntansi Politeknik Negeri Pontianak ...', *Jurnal Visi Ilmu Pendidikan*, 15.1 (2023), p.37–46 <<https://doi.org/10.26418/jvip.v15i1.53137>>.

them to discuss, and asks them to present their results. At the end of the lesson, the teacher also conducts a learning evaluation⁹⁷.

Furthermore, the reason for applying pre-activities to learning is supported by research conducted by Angga, who found that pre-activities help students build relationships between previous knowledge and new concepts to be learned. This helps them see the relevance and applicability of what they are learning, thereby increasing their understanding and ability to transfer knowledge to different contexts⁹⁸. In addition, the results of the study show that when teacher learning uses the discussion method, it is also supported by Nunan's theory that the reason for using the discussion method in learning English is to promote active learning, improve communication skills, and foster critical thinking among students. This method encourages students to actively participate in the learning process by engaging in discussions, expressing their ideas, and sharing their perspectives on various topics related to English⁹⁹. The results of the current research show that the teacher does post-activity; this is supported by research from Venny about the importance of assessment and evaluation in learning English, namely that post-activity serves as a tool to

⁹⁷ Setiawati, p.63.

⁹⁸ Angga Taufan Dayu & Raudhatul Haura, 'Apperception Setting in Pre English Teaching', *JETA INTERNATIONAL CONFERENCE Muhammadiyah University of Yogyakarta.*, 2015. p.11

⁹⁹ David Nunan (Ed .) *Practical English Language Teaching International Edition 1 St Edition*, *The International Journal of Research in Teacher Education*, 1.1 (2003), p.65–72.

measure students' understanding of the material that has been taught. By giving assignments that require critical thinking and practical application, the teacher can evaluate the extent to which students have understood the lesson¹⁰⁰.

Furthermore, it can be observed in this study, previous research, and theory that the teacher asks students to learn the material through the application before learning begins. After the learning starts, the teacher does the pre-activity, which consists of greeting, checking absences, and giving perceptions. In the main activity, the teacher also forms learning into discussion, carrying out presentations. After the learning is finished, the teacher closes with an evaluation. In addition, the teacher also provides student follow-up activities. Moreover, steps are taken sequentially and relate to each other. This can be proven by student-centered activities. As a result, students can complete all activities from start to finish with confidence and more understanding. Thus, it can be concluded that this study supports the theory and previous research.

¹⁰⁰ Venny Eka Meidasari, 'The Assessment and Evaluation in Teaching English As a Foreign Language', *Indonesian EFL Journal*, 1.2 (2017), p.224 <<https://doi.org/10.25134/iefj.v1i2.629>>.

2. The Students' Perception of the Passive Voice Application Used by Teacher in Teaching Passive Voice Sentences.

Regarding students' perceptions of passive voice applications used by teachers in teaching passive voice material, the data obtained using questionnaires and interviews can be concluded as follows:

- a) Passive voice applications could be beneficial for students studying passive voice material because they provide many benefits, including convenience, fun, effectiveness, increased understanding, motivation, a facility for doing homework, increased independence in learning, flexibility, and saving the learning process.
- b) Passive voice applications could challenge students in studying passive voice materials, including inadequate cellphone facilities, limited internet packages, and poor signal problems, which are difficult to understand because of a lack of understanding about using passive voice applications, making internet data wasteful.

The finding was in line with Mayer's research results, which show that empirical evidence shows that technology-mediated instruction has a positive impact on students' understanding of English by utilising interactive and personalised tools¹⁰¹. This study's findings

¹⁰¹ Mayer, p.61

are corroborated by those of Kaisar Zulfikar, that the inductive teaching method can aid students in gaining a better and more easier understanding of the concept of passive sentences because it improves their reasoning skills¹⁰². The results of the research above about students feeling more fun learning passive voice through applications are supported by previous research conducted by Nelis Sangadah. She found that the results of his research showed students had attention, interest, student involvement, and fun during the activity. In this case, students are interested in learning the passive voice simple present tense¹⁰³. The results of this study are also supported by the results of previous research conducted by Pixtilani. She found that students were generally happy and had good enthusiasm for learning passive voice materials using game media from cellphones¹⁰⁴.

Moreover, there are results that are relevant to the previous research conducted by Sumiyati, namely that the results of the study concluded that passive voice learning using applications can achieve learning objectives, as evidenced by an increase in English learning

¹⁰² Y. Gatot Sutapa Kaisar Zulfikar, Regina Sutapa, 'The Effectiveness Of Inductive Teaching Method In Teaching Passive Voice For High School Students', 8.5 (2019), p.55
<<https://doi.org/http://dx.doi.org/10.26418/jppk.v8i2.31371>>.

¹⁰³ Nelus Sangadah, 'An Analysis of Students' Interest in Learning Passive Voice Through Spinner Game.' (UIN SMH Banten, 2020), p.74

¹⁰⁴ Pebby Pixtilany and Nur Saputri, 'THE STUDY OF USING VIDEO LYRIC TO MOTIVATE STUDENTS (A Cae Study at One of Senior High Schools in Majenang)', 2021, 41–52.

outcomes about passive voice through application media¹⁰⁵. In addition, the results of this study were also supported by research from Siti Zaenap, which showed positive results. The students had their own understanding and explanation of the topic given, and it encouraged the other groups to deliver their opposite ideas in passive voice material using technique EGRA¹⁰⁶. Students can improve their understanding of the material. This is also supported by the results of research from Dian Fadhilawati, which shows that learning passive voice using an application can improve understanding. The results also showed that teachers or lecturers are also suggested to use Application Quizizz as an instrument to evaluate students because it is easy to use, fun, user-friendly, and environmentally friendly¹⁰⁷. In addition, the results of this study were also strengthened by the results of research conducted by Liza Munira, which found that passive voice learning using media can foster student motivation for passive voice learning. So in this case, the findings above support the theory and previous research¹⁰⁸.

¹⁰⁵ Sumiyati Sumiyati, 'Enhancing the Learning Outcomes in English Course Material With Passive Voice Through the Application of the Window-Shopping Learning Model', *Intensive Journal*, 5.1 (2022), p.51 <<https://doi.org/10.31602/intensive.v5i1.6888>>.

¹⁰⁶ Siti Zaenap, 'The Use of EGRA Technique in Teaching Passive Voice for EFL Classroom', *VELES Voices of English Language Education Society*, 3.1 (2019), p.24–30 <<https://doi.org/10.29408/veles.v3i1.1019>>.

¹⁰⁷ Dian Fadhilawati and others, 'Tackling and Handling Students ' Grammar Mastery on Passive Voices in a Higher Education : Quizzes Application Power', *Veles*, 6.2 (2022), 379–91.

¹⁰⁸ Liza Munira, 'The Use Of Board Game in Teaching Passive Voice At Senior High School.' (UIN Ar-Raniry Banda Aceh., 2022). p.39

According to research results from Xiaoquan, it shows that using technology-based learning media can increase student motivation and desire to learn independently¹⁰⁹. In addition, technological advances have increased the flexibility of learning and the availability of education, as evidenced by the increasing prevalence of online degrees and mobile learning. With the rapid advancement of the digital revolution, technology presents promising prospects for shaping educational experiences and achieving learning goals. Moreover, achieving learning objectives is not limited by time and space¹¹⁰. Furthermore, this result is also relevant to the opinion of Putri Lidiana, who stated that the flipped classroom model affects the learning independence of students¹¹¹. In this study, it did not use media, but the model applied had similarities to the current research. The results of this study are also supported by research conducted by Haristiani, who found that the use of media applications in grammar learning can make learning easier because they can be used anytime and anywhere¹¹². Furthermore, this study is corroborated by the findings of Lini Fitri,

¹⁰⁹ Pan, p.13.

¹¹⁰ Haleem and others, p.284

¹¹¹ Putri Lidiana, Permata Sari, and Yeti Sugihartati, 'JOTE Volume 4 Nomor 2 Tahun 2022 Halaman 1403-1414 JOURNAL ON TEACHER EDUCATION Research & Learning in Faculty of Education The Effect of Flipped Classroom Model on the Students ' Mastery in Passive Voice at Grade XI of SMA Negeri 1 Sei Balai', 4 (2022), p.14.

¹¹² Nuria Haristiani and Mumu Muhammad Rifai, 'Chatbot-Based Application Development and Implementation as an Autonomous Language Learning Medium', *Indonesian Journal of Science and Technology*, 6.3 (2021), p.76 <<https://doi.org/10.17509/ijost.v6i3.39150>>.

which indicate that the utilisation of instructional media can afford students the opportunity to obtain, organise, evaluate, and disseminate information with greater depth and expediency than previously possible¹¹³. Subsequently, it shows that the use of media applications in learning can be beneficial for students learning independently because the operation of the application is easy and can be used flexibly. In conclusion, it can be asserted that the findings of this investigation are consistent with the established theory and previous research.

In addition, Technology-based learning media, such as online learning platforms, e-learning tools, and video-based learning materials, require a reliable and stable internet connection to function properly¹¹⁴. This can result in a significant amount of internet data usage, especially if the user frequently accesses video content or downloads large learning materials. In addition, technology-based learning media can be challenging for some students to use, which can lead to feelings of frustration and difficulty. The study found that students who were not

¹¹³ L Fitri, 'Teaching Passive Voice in Efl Classroom Through the Implementation of Ict', *Jurnal Ilmiah Spectral*, 2018, p.034<<http://journal.stbapontianak.ac.id/index.php/spectral/article/view/20%0Ahttp://journal.stbapontianak.ac.id/index.php/spectral/article/download/20/16>>.

¹¹⁴ Taghizadeh and Yourdshahi, p.084

familiar with technology or had limited experience using it struggled to navigate online learning platforms and other digital tools¹¹⁵.

The results of this study are supported by the results of research conducted by Meutia, namely, students experiencing problems related to internet connections while learning English¹¹⁶. Then, this research is also supported by the results of Dinda's perception research, which shows that when learning English using media applications, many students perceive problems with internet data¹¹⁷. Furthermore, Aisha's research shows that students cannot learn material quickly. It must be gradual and needs to be developed so that it needs a complete explanation¹¹⁸. Consequently, this analysis is consistent with previous research and theories.

UIN SUNAN AMPEL
S U R A B A Y A

¹¹⁵ Jääskä and Aaltonen, p.13

¹¹⁶ Muetia Safitri and others, 'The Use of Social Media for Learning English: Students' Perspective', *Indonesian EFL Journal*, 8.2 (2022), p.76

<<https://journal.uniku.ac.id/index.php/IEFLJ/article/view/6477/3230>>.

¹¹⁷ Dinda Hayatul Jannah, 'English Students' Perceptions of the Use of Whatsapp In Learning Grammar' (UIN Mahmud Yunus Batusangkar, 2022).

¹¹⁸ Aisha Ganesh Ratnasari, 'EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department', *Journal of Foreign Language Teaching and Learning*, 5.1 (2020) <<https://doi.org/10.18196/ftl.5145>>.

CHAPTER 5

CONCLUSION AND SUGGESTION

The fifth chapter conveys conclusions based on the results of research in the previous chapter and provides suggestions for future teachers and researchers.

A. Conclusion

There are two conclusions according to the findings of this study regarding teacher procedures in teaching passive voice using passive voice applications and students' perceptions of passive applications used in passive voice learning, namely:

1. The teacher's procedures in teaching passive voice using passive voice applications are the teacher asked students to study the material through passive voice applications at home before learning began, and the teacher classified the learning steps into three steps, namely preliminary activities, main activities, and post activities. In studying passive voice using the passive voice application, the procedure is that the teacher asked students to study the material through the passive voice application at home before learning begins. Then, during the pre-activity, the teacher welcomed students with greetings, checked student attendance, and gave an impression of the learning material to be studied. Then, during the activity, the teacher fills in the discussion material and gives assignments. After

that, at the time of the post-activity, the teacher filled in the evaluations during which the lesson was carried out and gave greetings closing the lesson.

2. Based on the results of research on students' perceptions of using passive voice applications in passive voice learning, it can be concluded that students have positive perceptions about using passive voice applications in passive voice learning. The students' perceptions of the use of passive voice applications in passive voice learning are classified into two aspects. First, the benefits of the use of passive voice applications in passive voice learning. The researcher found that most students feel easier, feel fun, feel more effective, have increased understanding, get motivated, get facilities for doing assignments at home, have increased independence in learning, are flexible, and save time in the learning process. Second, the challenges of the use of passive voice applications in passive voice learning. Furthermore, students have various challenges, such as insufficient mobile phone facilities, issues with signal quality, difficulties in comprehending passive voice applications due to a lack of understanding, and unnecessary consumption of internet data.

B. Suggestion

Researchers provide suggestions to teachers and further researchers based on the findings of this study.

1. Teacher

This study shows that teachers have used passive voice applications for learning passive voice material. Therefore, other teachers can explore other technological media that are relevant to students, such as Tiktok, YouTube, Android or iOS applications, more unique learning models, and many more, to teach passive voice mastery. Therefore, it can involve students in class activities for passive voice learning because the media and learning models used are varied. Furthermore, other teachers can develop creativity in learning activities after using application media.

2. Future Researchers

This study focused on knowing the teacher's procedures in teaching passive voice using passive voice applications and students' perceptions of using passive voice applications for learning passive voice sentences. Therefore, if future researchers want to investigate the same field or topic of this research, it is recommended that future researchers investigate other technological media for passive voice learning. Researchers can examine

teaching passive voice in junior high school level classes and other than eleventh grade. In addition, future researchers can examine other material besides passive voice material.



UIN SUNAN AMPEL
S U R A B A Y A

REFERENCES

- Aksa, N, 'Teaching Tenses By Using Smartses Application At the Second Semester of English Language Students At Iain Palopo', 2019 http://repository.iainpalopo.ac.id/id/eprint/1295/1/NURHASADA_AKSA.pdf
- Ahmadi, Dr. Mohammad Reza, 'The Use of Technology in English Language Learning: A Literature Review', *International Journal of Research in English Education*, 3.2 (2018), 115–25 <https://doi.org/10.29252/ijree.3.2.115>
- Altenberg & Vago, *English Grammar: Understanding the Basics*. (Cambridge: Cambridge University Press. (2010)
- Alibekova, Zilola, and Feruza Urinboyeva, 'Methods of A Communicative Approach in Teaching English', *EPRA International Journal of Research and Development (IJRD)*, 7838.January (2020), 185–88
- Altun, Mustafa, and Hassan Khurshid Ahmad, 'The Use of Technology in English Language Teaching: A Literature Review', *International Journal of Social Sciences & Educational Studies*, 8.1 (2021), 226–32 <https://doi.org/10.23918/ijsses.v8i1p226>
- Angga Taufan Dayu & Raudhatul Haura, 'Apperception Setting in Pre English Teaching', *JETA INTERNATIONAL CONFERENCE Muhammadiyah University of Yogyakarta.*, 2015
- Ary, Donal et, al., *Introduction to Research in Education (Eighth Edition)*. United States of America: Wadsworth. (2010).
- Barritt, E. R., and L. A. Irion, 'Advantages and Disadvantages of Non Grading.', *Nursing Outlook*, 18.4 (1970), 40–41
- Bergmann J, Sams A. *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Eugene, OR: International Society for Technology in Education; (2012).
- Bimo Walgito, *Psikologi Sosial (Suatu Pengantar)*. Yogyakarta: ANDI. (2001)
- Bourdeaux, Michael, 'Letter from the Director', *Religion in Communist Lands*, 9.1 (1981), 2–3 <https://doi.org/10.1080/09637498108430973>
- Burke R. Johnson and Larry Christense, *Educational research quantitative, qualitative and mixed approaches* (4th Ed). Thousand Oaks: Sage Publication, Inc. (2012)
- Chen, Yining, and Leon B Hoshower, 'Student Evaluation of Teaching Perception and Motivation', *Evaluation*, 28.1 (2003) <https://doi.org/10.1080/0260293032000033071>
- Cohen, L., Manion, L., & Morrison, K. *Research methods in education* (6th ed.). Routledge. (2007).

- Creswell, W. J. *Research design: Quantitative, qualitative and mixed method approaches* (2nd Ed). Thousand Oaks, California: Sage Publication, Inc. (2003)
- Creswell, W. J. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, PEARSON: University of Nebraska. (2012)
- Departemen Pendidikan Nasional. *Undang – Undang No.20 Tahun 2003. Tentang Sistem Pendidikan Nasional*. (Jakarta: Depdiknas. (2003)
- DeVellis F. R. *Scale development: Theory and applications*. SAGE Publications. (2017)
- Diane Larsen-Freeman and Marti Anderson, *Techniques-Principles-Language-Teaching* (Oxford University Press, 2011)
- Djuhari. *'Functional English Grammar: Memahami dan Menerapkan Tata Bahasa Inggris Lewat Explorasi Model dan Penelitian'*. (Bandung: Yrama Widya, (2008).
- Dr. Mohammad Reza Ahmadi, 'The Use of Technology in English Language Learning: A Literature Review', *International Journal of Research in English Education*, 3.2 (2018), 115–25
<https://doi.org/10.29252/ijree.3.2.115>
- Dudeny, G., N. Hockly, P. Sharma, and B. Barrett, *How to Teach English with Technology, Series Editor: Jeremy Harmer*, 2007, LXII
<https://doi.org/10.1093/elt/ccn045>
- Effendi, Muh Saeful, Umi Rokhyati, and Ucti Al-muchanifah Rachman, 'A Study on Grammar Teaching at an English Education Department in an EFL Context', *International Journal on Studies in English Language and Literature*, 5.1 (2017), 42–46
<https://doi.org/10.20431/2347-3134.0501005>
- Elaish, Monther M., Liyana Shuib, Norjihan Abdul Ghani, Elaheh Yadegaridehkordi, and Musaab Alaa, 'Mobile Learning for English Language Acquisition: Taxonomy, Challenges, and Recommendations', *IEEE Access*, 5 (2017), 19033–47
<https://doi.org/10.1109/ACCESS.2017.2749541>
- Ellis & Barkhuizen. *Analysis Learner Language*. Oxford: Oxford University Press 85. (2005)
- Fadhilawati, Dian, Aslam Khan, Dwita Laksmi Rachmawati, and Moh Mansur, 'Tackling and Handling Students ' Grammar Mastery on Passive Voices in a Higher Education : Quizzes Application Power', *Veles*, 6.2 (2022), 379–91
- Fawzah, Vicky. *'Students' Difficulties In Changing Active Voice Into Passive Voice In Simple Present Tense And Simple Past Tense. Journal of English Language Teaching'*. (2018)

- Fitri, L, 'Teaching Passive Voice in Efl Classroom Through the Implementation of Ict', *Jurnal Ilmiah Spectral*, 2018
<http://journal.stbapontianak.ac.id/index.php/spectral/article/view/20%0Ahttp://journal.stbapontianak.ac.id/index.php/spectral/article/download/20/16>
- Gardner, Sheena, 'Changing Approaches to Teaching Grammar', *Elted*, 11 (2008), 39–44
- Galaxie bechy. '*Didactics English Grammar Teaching in Practice*'. Sweden: Linnaeus University. (2021)
- Graddol, D. '*The future of English*' London: British Council. (1997)
- Gunawan, Iwan. *Metode Penelitian Kualitatif Teori dan Praktek*. Jakarta: PT Bumi Aksara. (2013)
- Haleem, Abid, Mohd Javaid, Mohd Asim Qadri, and Rajiv Suman, 'Understanding the Role of Digital Technologies in Education: A Review', *Sustainable Operations and Computers*, 3, February (2022), 275–85 <https://doi.org/10.1016/j.susoc.2022.05.004>
- Harmer, Jeremy, 'The Practice of English Language Teaching 4th' (Pearson Longman ELT, 2007), p. 448
https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer
- Haristiani, Nuria, and Mumu Muhammad Rifai, 'Chatbot-Based Application Development and Implementation as an Autonomous Language Learning Medium', *Indonesian Journal of Science and Technology*, 6.3 (2021), 561–76 <https://doi.org/10.17509/ijost.v6i3.39150>
- Hatch, J, Maos. "*Doing Qualitative Research in Education Settings*". State University in New York Press. (2002)
- Hegelheimer, Volker, and David Fisher, 'Sample Technology-Supported Approach to Teaching Grammar and Improving', *CALICO Journal*, 23.2 (2006)
- Hendrik Rahyono, 'AN ANALYSIS OF STUDENTS' ERROR IN USING PASSIVE VOICE IN SENTENCE OF THE ELEVENTH GRADE STUDENTS AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 INDRAGIRI HILIR', *Thesis*, 2020, 1–122
- Hong, K.-S., Ridzuan, A.A., & Kuek, M.-K, *Students' attitude toward the use of the internet for learning: A study at a University in Malaysia*. (Educational Technology & Society. (2003)
- İlter, Binnur Genç, 'How Does Technology Affect Language Learning Process at an Early Age?', *Procedia - Social and Behavioral Sciences*, 199 (2015), 311–16 <https://doi.org/10.1016/j.sbspro.2015.07.552>
- Irawati, R, W Wahyudi, and A Widodo, 'Implementasi Flipped Classroom Dalam Pembelajaran Grammar Pada Mahasiswa Jurusan Akuntansi

- Politeknik Negeri Pontianak ...', *Jurnal Visi Ilmu Pendidikan*, 15.1 (2023), 37–46 <https://doi.org/10.26418/jvip.v15i1.53137>
- Jääskä, Elina, and Kirsi Aaltonen, 'Teachers' Experiences of Using Game-Based Learning Methods in Project Management Higher Education', *Project Leadership and Society*, 3.November 2021 (2022) <https://doi.org/10.1016/j.plas.2022.100041>
- Jajat Imanudin and Darojatun Qurotu A'yun, 'THE EFFECTIVENESS OF "GRAMMAR BAHASA INGGRIS" APPLICATION IN IMPROVING STUDENTS' GRAMMAR', *Fakultas Keguruan & Ilmu Pendidikan*, 2.3 (2021)
- Jannah, Dinda Hayatul, 'English Students' Perceptions of the Use of Whatsapp In Learning Grammar' (UIN Mahmud Yunus Batusangkar, 2022)
- Jannaty Mismara, 'Students' Perception On Using Social Media For Learning English', *Thesis* (AR-RANIRY STATE ISLAMIC UNIVERSITY DARUSSALAM – BANDA ACEH, 2019)
- Johnson, B. & Christensen, L. (2012). *Educational research quantitative, qualitative and mixed approaches* (4th Ed). Thousand Oaks: Sage Publication, Inc.
- Johnson, Keith; Johnson, Helen, eds. (1999). "Interaction Hypothesis". *Encyclopedic Dictionary of Applied Linguistics: A Handbook for Language Teaching*. Oxford: Blackwell Publishers. p. 174. [ISBN 978-0-631-22767-0](https://doi.org/10.1017/C09780631227670).
- K. G. Tobin & B. J. Fraser (Eds.), *International Handbook of Science Education*, Dordrecht: Kluwer Academic Publishers, (1998)
- Kaisar Zulfikar, Regina Sutapa, Y. Gatot Sutapa, 'The Effectiveness Of Inductive Teaching Method In Teaching Passive Voice For High School Students', 8.5 (2019), 55 <https://doi.org/http://dx.doi.org/10.26418/jppk.v8i2.31371>
- Kholiani, Wanti, and Imam Rosyadi, 'Media Pembelajaran Tenses Bahasa Inggris Pada English Club Berbasis Adobe Flash Cs 3', *Surya Informatika*, 2.1 (2016), 2477–3042 <http://ejournal.politeknikmuhpkl.ac.id/index.php/3/issue/view/6>
- Krismadinata, Krismadinata, Elfizon Elfizon, and Tiara Santika, 'Developing Interactive Learning Multimedia on Basic Electrical Measurement Course', 299.Ictvet 2018 (2019), 305–8 <https://doi.org/10.2991/ictvet-18.2019.69>
- Lele, Marwana Ambo, 'THE STUDENTS' PERCEPTION OF THE MEDIA USED BY TEACHER IN TEACHING ENGLISH (Descriptive Research at the Eighth Grade Students of SMP Muhammadiyah 12 Makassar)', *English Education Department Faculty of Teacher Training and Education University Muhammadiyah of Makassar*, 2019, 139
- Lexy J. Moleong. 2005. *metodologi penelitian kualitatif*, Bandung: Remaja Rosdakarya

- Lidiana, Putri, Permata Sari, and Yeti Sugihartati, 'JOTE Volume 4 Nomor 2 Tahun 2022 Halaman 1403-1414 JOURNAL ON TEACHER EDUCATION Research & Learning in Faculty of Education The Effect of Flipped Classroom Model on the Students ' Mastery in Passive Voice at Grade XI of SMA Negeri 1 Sei Balai', 4 (2022), 1403–14
- Liza Munira, 170203113 (2023) *The Use Of Board Game in Teaching Passive Voice At Senior High School*. Other thesis, UIN Ar-Raniry Banda Aceh.
- Lubis, Arjun. 2022. "The Students Difficulties in Understanding of Active to Passive Voice at X Tm1 SMKN 2 Panyabungan." *The Explora* 7 (1): 1–9. <https://doi.org/10.51622/explora.v7i1.516>.
- Marzano, R, J. Dimensions of Learning. Colorado: Barbara B. Gabby. (1997)
- Mayer, Richard E., 'A Cognitive Theory of Multimedia Learning', *Multimedia Learning*, July, 2012, 41–62
<https://doi.org/10.1017/cbo9781139164603.004>
- Means, Barbara, Yukie Toyama, Robert Murphy, Marianne Bakia, and Karla Jones, 'Evaluation of Evidence-Based Practices in Online Learning', *Structure*, 2009, 66
www.ed.gov/about/offices/list/opepd/ppss/reports.html
- Meidasari, Venny Eka, 'The Assessment and Evaluation in Teaching English As a Foreign Language', *Indonesian EFL Journal*, 1.2 (2017), 224
<https://doi.org/10.25134/ieflj.v1i2.629>
- Miles and Huberman. *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications, Inc., (1992)
- Muhamad Riduan, 'Student Perceptions of Online Learning During the Covid-19 Pandemic', *Faculty of Teacher Training and Education Study Program of English Education State Islamic Institute of Palangkaraya* (State Islamic Institute of Palangkaraya, 2021)
<https://doi.org/10.37249/as-salam.v4i2.219>
- Mulyana, Dedi. *Ilmu Komunikasi: Suatu Pengantar*. Bandung: Remaja Rosdakarya. (2000)
- Murphy. *English Grammar in Use 3rd ed*. Cambridge: Cambridge University (2003)
- Nunan, David(Ed .) *Practical English Language Teaching International Edition 1 St Edition*', *The International Journal of Research in Teacher Education*, 1.1 (2003), 65–72
- Nuralie, Adensyah, 'Hubungan Antara Penggunaan Aplikasi Duolingo Sebagai Media Pembelajaran Dan Kemandirian Belajar Dengan Kemampuan Berkomunikasi Bahasa Inggris Siswa', *Studi, Program Pendidikan, Teknologi Kurikulum, Jurusan Teknologi, D A N Pendidikan, Fakultas Ilmu Semarang, Universitas Negeri*, 2019, 62
- Pan, Xiaoquan, 'Technology Acceptance, Technological Self-Efficacy, and Attitude Toward Technology-Based Self-Directed Learning: Learning

- Motivation as a Mediator', *Frontiers in Psychology*, 11.October (2020)
<https://doi.org/10.3389/fpsyg.2020.564294>
- M. Papinaidu & K. Prakash. 2014. "Techniques of Teaching English Grammar for Technical Students in Rural Engineering Colleges." *IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)* 2 (5): 103–6.
<http://www.impactjournals.us/journals.php?id=11&jtype=2&page=8>.
- Petegem, Karen, Antonia Aelterman, Yves Rosseel, and Bert Creemers, 'Student Perception as Moderator for Student Wellbeing', *Social Indicators Research*, 83.3 (2007), 447–63
<https://doi.org/10.1007/s11205-006-9055-5>
- Pixtilany, Pebby, and Nur Saputri, 'THE STUDY OF USING VIDEO LYRIC TO MOTIVATE STUDENTS (A Case Study at One of Senior High Schools in Majenang)', 2021, 41–52
- Prabawanti, Fiji Ema, Sumardi, Slamet Supriyadi, and Adin Fauzi, 'Teaching Strategies In EFL Flipped Classroom: A Trend Towards Education 4.0', *International Conference on Language, Literature, and Teaching*, 2018, 47–54 www.ted.com/talks.
- Pujiastuti, Asih, Nurcahyani Dewi Retnowati, and Nurwahiddatur Rohman, 'Aplikasi Konverter Kalimat Aktif-Pasif Berbasis Android', *Compiler*, 6.2 (2017), 49–57 <https://doi.org/10.28989/compiler.v6i2.231>
- Ratnasari, Aisha Ganesh, 'EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department', *Journal of Foreign Language Teaching and Learning*, 5.1 (2020)
<https://doi.org/10.18196/ftl.5145>
- Reni Pebriani, "Implementasi model pembelajaran problem based learning dan perbantuan media pembelajaran link circle board game untuk meningkatkan hasil belajar peserta didik pada materi passive voice kelas XI MIPA SMA YAB Sukaratu", (2022)
- Robbert and Charlton, *Modern English Handbook* (3rd ed.), (Englewood Cliffs: Prentice Hall Inc., 19530.)Ahmadi, Dr. Mohammad Reza, 'The Use of Technology in English Language Learning: A Literature Review', *International Journal of Research in English Education*, 3.2 (2018), 115–25 <https://doi.org/10.29252/ijree.3.2.115>
- Safitri, Muetia, Atik Yuliyani, Farida Hamid, and Aminah Suriaman, 'The Use of Social Media for Learning English: Students' Perspective', *Indonesian EFL Journal*, 8.2 (2022), 269–76
<https://journal.uniku.ac.id/index.php/IEFLJ/article/view/6477/3230>
- Setiawati, Fila Candra, 'Peningkatan Motivasi Belajar Bahasa Inggris Melalui Penggunaan Aplikasi Android Siswa Di SMK Jawahirul Ulum Jabon Sidoarjo', 2017, 1–92 <https://core.ac.uk/download/pdf/146505426.pdf>

- Shatri, Zamira Gashi, 'Advantages and Disadvantages of Using Information Technology in Learning Process of Students', *Journal of Turkish Science Education*, 17.3 (2020), 420–28 <https://doi.org/10.36681/tused.2020.36>
- Sidhu, Gurnam Kaur. *Literature in the language classrooms: Seeing through the eyes of learners*, Edwin Malachi (eds.). Ganakumaran & Teaching of Literature in ESL/EFL, (2003).
- Sinha, Kanhaiya Kumar, 'Role of Modern Technology in Teaching and Learning the English Language in Indian Educational Institutions', *Indonesian Journal of English Language Studies (IJELS)*, 8.2 (2022), 19–30 <https://doi.org/10.24071/ijels.v8i2.4713>
- Slim, Hadoussa, and Menif Hafedh, 'Social Media Impact on Language Learning for Specific Purposes: A Study in English for Business Administration', *Teaching English with Technology*, 19.1 (2019), 56–71
- Snell, Sarah, and Catherine Snell-Siddle, 'Gender and ICT: Toys for the Boys or Pearls for the Girls?', *Beyond Cultural Boundaries Proceedings of the Fifth International Conference on Science, Mathematics and Technology Education Edited By*, January, 2008, 485–89
- Sil, Tias "The Relationship Among Students' Mastery Of Past Tense, Self-Motivation, And Their Writing Ability Of Recount Text (A Correlational Study at the Eleventh Grade of SMA Negeri 1 Sungailiat Bangka in Academic Year 2020/2021)", (Thesis: Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta. (2021)
- Slameto. *Belajar dan Faktor – Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta, (2010)
- Sudjono, Anas. *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada. (2014)
- Sumiyati, Sumiyati, 'Enhancing the Learning Outcomes in English Course Material With Passive Voice Through the Application of the Window-Shopping Learning Model', *Intensive Journal*, 5.1 (2022), 51 <https://doi.org/10.31602/intensive.v5i1.6888>
- Rofiq, Ardien Bahtiar and Fitro Nur Hakim, 'GAME EDUKASI GRAMMAR BAHASA INGGRIS BERBASIS ANDROID DENGAN METODE COMPUTER ASSISTED LEARNING', 1.2 (2020)
- Saidi, Suher M., 'Fungsi Pelaku Dalam Kalimat Pasif Bahasa Indonesia', *Paramasastra*, 3.2 (2016) <https://doi.org/10.26740/parama.v3i2.1526>
- Sekerci, Reyhan, and Tayfun Yoruk, 'The Views of Shareholders on Utilization of Educational Technologies in Adult Learning', *World Journal on Educational Technology: Current Issues*, 12.4 (2020), 248–57 <https://doi.org/10.18844/wjet.v12i4.5141>
- Taghizadeh, Mahboubeh, and Zahra Hasani Yourdshahi, 'Advantages and Drawbacks to Using Internet-Based Activities in Young Learners' Classrooms', 2018 <https://www.researchgate.net/publication/338079409>

- Team of Five. *'Improving Reading Skills in English Book Two + Workbook Two'*,. Jakarta: Kencana Prenada Group. (2006).
- Wang, Yao, 'Study of Application of Multimedia Technology in English Language Teaching', *Proceedings - 2015 7th International Conference on Information Technology in Medicine and Education, ITME 2015*, 2016, 593–97 <https://doi.org/10.1109/ITME.2015.136>
- Wijaya, M R, and A Mariono, 'Pengembangan Multimedia Interaktif Berbasis Android Materi Passive Voice Pada Mata Pelajaran Bahasa Inggris Kelas Xi Sma ...', *Ejournal.Unesa.Ac.Id*, 1–8 <https://ejournal.unesa.ac.id/index.php/jmtp/article/view/44326/37701>
- Wulandari, Sri. "*Persepsi Terhadap Pelaksanaan Pembelajaran Pendidikan Agama Islam di SMA Negeri 1 Sumbul*". UIN SUMUT: Skripsi. (2019)
- Yana, Dewi, and Farahdila Fajar Darwati, 'The Implementation of Android-Based Application as a Media for Teaching English in Simple Present Tense', *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, 8.2 (2018) <https://doi.org/10.33373/anglo.v8i2.1215>
- Yuliana, 'The Information Communication Technology Implementation in English Teaching During The Covid-19 Pandemic', *Tarling : Journal of Language Education*, 5.2 (2021), 109–27 <https://doi.org/10.24090/tarling.v5i2.5143>
- Zaenap. *'The Use of EGRA Technique in Teaching Passive Voice in EFL Classroom. Voices of English Language Education Society*. (2019)



UIN SUNAN AMPEL
S U R A B A Y A