The Effectiveness of Jigsaw Technique in Teaching Passive Voice

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ABSTRACT

The objective of this research was to find out whether jigsaw technique is effective to improve students' ability in using passive voice. This research used quantitative approach. This is an experimental research with two different classes taught using two different techniques as experiment class and control class. The population of this research was two classes of the eleventh grade students of SMA Global Madani Bandar Lampung. The instrument of this research was a test which was divided into pre-test and post-test. In analyzing the data, it showed that the average score of the pre-test and post-test of experimental class improved from 65.5 for pre-test to 82.9 for post-test. It also showed that showed that the experimental class had a significance value (2-tailed) that was 0.000 (p < 0.05). Therefore, it is concluded that jigsaw techniques has significant effect on teaching passive voice. The result also suggest that the jigsaw reading used in teaching passive voice can be promoted.

Keywords: *Tenses; Passive Voice; Jigsaw Technique*

INTRODUCTION

Language is a means of communication. By using language, man can express his ideas and wishes to other people such as when he needs their help so that close cooperation among members of the group can be carried out (Ramelan, 1992:8). It becomes easier for people to communicate and comprehend one another. It is in accordance with the goal of English education in Indonesia, which is to prepare the students to communicate in English so that they can eventually participate in the community activities using the language. In order to have the communicative competence, the students should have the abilities in using grammar (grammar competence) (Richards, 2006: 3). Grammar is a set of rules for forming words and phrases. Therefore, grammar is a key linguistic component in learning English. By studying grammar, the students are expected to use language correctly. However, for language teachers, teaching grammar is typically a complex problem. The difficulty of recognizing different tenses will also have an impact on students' ability to produce English passive voice.

Passive voice can be said as an important part of grammatical structure used in any kind of English form, both written and spoken. In order to develop effective language skills, students must be able to identify and employ the correct form of passive voice. In general, passive voice denotes the subject as the sufferer or recipient

of the action signified by the verb. To create this, the passive voice is used if the thing receiving the action is put as the subject of the sentence. Passive sentence is one of language features of analytical exposition text that will be learnt by the eleventh grade students after learning passive voice.

Language mistake can be defined as the result of incomplete learning or knowledge. As Ellis (1997: 17) explains that errors reflected gaps in a learner's knowledge: they occur because the learner does not know what is correct. As a consequence, they become inactive, disoriented, nervous, afraid of making errors, and uninterested when learning English grammar, especially passive voice, and they end up falling asleep in class. It can lead negative results to the students; they become unmotivated to learn and unable to communicate in English. According to Yunita (2013) the thing that caused the English grammar learning is still considered by students as a boring subject and the teaching activity is mostly done in a traditional way by using the deductive approach.

It is in line with the problems faced by the teachers who taught the eleventh grade students of SMA Global Madani Bandar Lampung in the previous academic year. The teacher had given explanation about passive voice to the students repeatedly, and the teachers had also given exercise about passive voice in order that the students understood but most of the students were still confused about passive voice and difficult in differentiating between passive voice and active voice in text. It was shown by their daily test score. Therefore, on the following academic year teacher tried to find a suitable learning technique to solve the students' problems in passive voice.

There are some previous researches discussed about the implementation of jigsaw techniques in teaching grammar. Ahmadi (2012) conducted a research entitled a jigsaw technique to improve students' understanding on simple present tense at the seventh grade students, the result showed that the average of the tests scores increased from 63.25 in pre cycle, it became 71.75 in the first cycle, and then it was 82.75 in the second cycle. It means that teaching by using jigsaw technique was helpful in improving students' understanding on grammar, especially in simple present tense. Another previous research was also conducted by Ridwan (2014) in teaching simple past tense by using jigsaw technique. The result of statistics calculation showed that jigsaw technique is effective to improve students' ability in simple past tense at the eighth grade students.

Based on the background above, the writer was interested to find out whether jigsaw technique was effective in teaching passive voice. Most of the researches show that jigsaw technique is effective to be implemented in teaching reading, writing, speaking, and writing, therefore, the writer wanted to find whether this technique is also effective in teaching grammar, especially to solve the problem that the writer found during teaching passive voice. Moreover, the writer chose jigsaw technique because it could help students to communicate one another when they found problem in grammar so they could also comprehend the material, which more explanation will be discussed in the literature review.

Passive Voice

According to Marriane Celce-Murcia (1999), the passive is a focus construction that exists to put the patient, the receiver or undergone of an action, is a subject position. The subject is acted upon and is thus "passive". It shows that the passive "defocus the agent". Voice is that property of a verb which makes clear whether the subject of the verb performs the action or receives the action described by the verb. If the subject performs the action described by the verb, the verb is said to be in active voice. If the subject receives the action, the verb is said to be in the passive voice.

Thomson and Martinet (1986) stated that the passive of an active tense is formed by putting the verb *to be* into the same tense as the active verb and by adding the past participle of the active verb. The identity of the agent itself is not stated quite frequently. It is prefixed by the word by and appears at the end of the clause when it is stated. In the passive, according to Azar (1989), the object of an active verb becomes the subject of the passive verb. For example,

Active : <u>Mary</u>   <u>helped</u>   <u>the boy.</u>
           subject   verb   object

Passive : <u>The boy</u> <u>is helped</u> by Mary.
           subject   verb

The boy in the active form becomes the subject of the passive verb in the passive form. In the passive sentence, the subject of an active verb comes after *by*. The "agent" is the noun that comes after *by.* However, the meaning of both sentences active form and passive form are the same.

Furthermore Azar (1989) added that, in the passive form, only transitive verbs (verbs that require an object to receive the action) are employed. Passive forms of intransitive verbs (verbs that do not take an object) such as happen, come, sleep, and so on are not conceivable. For example,

Active : An accident *happened.*
Passive : (none)

Form of the passive according to Azar (1989) is *be + past participle.* The forms of passive voice in tenses adapted from Azar (1989) in *Understanding and Using English Grammar* are formulated as the following table.

Table 1. Form of Passive Voice in Tenses

Tense	Subject	Auxiliary	Past Participle
Simple present	*Singular :* The room	is	cleaned.
	Plural : The rooms	are	cleaned.
Present progressive	*Singular :* The room	is being	cleaned.

	Plural : The rooms	are being	cleaned.
Present perfect	*Singular* : The room	has been	cleaned.
	Plural : The rooms	have been	cleaned.
Simple past	*Singular* : The room	was	cleaned.
	Plural : The rooms	were	cleaned.
Past progressive	*Singular* : The room	was being	cleaned.
	Plural : The rooms	were being	cleaned.
Past perfect	*Singular* : The room	had been	cleaned.
	Plural : The rooms	had been	cleaned.
Simple future	*Singular* : The room	will be	cleaned.
	Plural : The rooms	will be	cleaned.
Be going to	*Singular* : The room	is going to be	cleaned.
	Plural : The rooms	are going to be	cleaned.
Future perfect	*Singular* : The room	will have been	cleaned.
	Plural : The rooms	will have been	cleaned.

Azar (1989) said that progressive forms of the present perfect, past perfect, future, and future perfect are very rarely used in the passive. According to Frank (1972: 56), there are essential aspects to consider when developing the passive. The first, the receiver of the action is to be highlighted in particular, for example: *My dog was hit by a car.* The second, the person who performs an action is insignificant or unknown for example: *The report was confirmed yesterday.* Furthermore, Thomson and Martinet (1986) described that passive voice can be used in eight different ways as follow:

1. When it is not necessary to mention the doer of the action as it is obvious who he is/was/will be: *the rubbish hasn't been collected.*
2. When we don't know, we don't know exactly and have forgotten who did action: *the minister was murdered.*
3. When the subject of the active verb would be people: *He is suspected of receiving stolen goods. (People suspected him of…)*
4. When the subject of the active sentence would be the indefinite pronoun.
5. When we are more interested in the action than the person who does it.
6. The passive may be used to avoid an awkward or ungrammatical sentence. This is usually done by avoiding a change of subject: *When he arrived home a detective arrested him.* Would be better expressed: *When he arrived home he was arrested (by a detective).*

7. The passive is sometimes preferred for psychological reasons. A speaker may use it to disclaim responsibility for disagreeable announcements.
8. For the have + object + past participle construction: *I had the car repaired.*

Jigsaw Technique

Jigsaw technique is a classroom-based teaching method. Hance (2016) stated that the jigsaw method of teaching is a strategy first developed by Elliot Aronson in 1971 and further advanced in assessment practices by Robert Slavin in 1986. Aronson developed this method as means to assist students overcoming learning gaps in recently desegregated schools in Austin, Texas

Jigsaw is an enrollment technique that involves group review. Brown (1994) defined the jigsaw technique is a type of information gap in which each member of a group is provided specific information in order to accomplish some goals. Aronson, et al. (1978) in Moskowitz, J. M., et al. (1983) that jigsaw is a cooperative learning technique whereby students teach part of the regular curriculum to a small group of interdependent peer. It is in line with Haryudin & Argawati (2018) who stated that jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed jigsaw is a method of organizing classroom activity that makes students dependent on each other to succeed. In other words, jigsaw is a cooperative learning strategy that separates students into several groups to study in the enrollment process.

In addition, J.E. Schul (2012) outlined some of the benefits of using the jigsaw technique in cooperative learning. The first, the jigsaw technique is a useful way to learn a great amount of the materials. Secondly, it makes a depth of knowledge. Then, it extends conceptual knowledge like grammar. The last, it improves cooperative work among learners. It is in accordance with Aronson, et al. (1978) in Moskowitz, J. M., et al. (1983) who stated that jigsaw helps the students develop a depth of knowledge which is impossible if they try to learn the material on their own. It means that Jigsaw enables students to work in groups while also maintaining personal responsibility.

Furthermore, according to Aronson (n.d) in www.jigsaw.org, there are ten steps that must be followed while implementing the jigsaw in the classroom. The steps are as follow:
1. Divide students into 5 or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. Divide the day's lesson into 5-6 segments.
4. Assign each student to learn one segment. Make sure students have direct access only to their own segment.
5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in

these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.

7. Bring the students back into their jigsaw groups.

8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.

9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.

10. At the end of the session, give a quiz on the material. Students quickly come to realize that these sessions are not just fun and games but really count.

METHOD

The objective of this research was to see how effective the jigsaw technique in teaching passive voice. Therefore, a quasi-experimental design was used in this research. As stated in Hatch and Farhady (1982), a quasi-experimental design is a practical that compromises between true experimentation and the nature of human language behavior which we wish to investigate.

In this research the writer conducted an experimental research design by teaching two different classes using two different techniques. The first class was an experimental class in which the writer gave treatment by using jigsaw technique, while the second class was control class in which the writer did not teach passive voice by using jigsaw technique but the writer taught the class conventionally (teacher-centered) in which the teacher explained the material and then gave exercise as usual. Therefore, this research began by administering the pre-test and closed by administering post-test to the students. The pre-test was conducted in the first meeting, before the treatment, and the post test was conducted in the last meeting, after the treatment.

The research design is presented as follow:

G1 (random) = T1 X T2
G2 (random) = T1 O T2

Note:
G1: experimental group
G2: control group
T1: pre test
T2: post test
X : treatment (jigsaw technique)
O : no treatment
(Hatch and Farhady, 1982)

The population of this research was the second year students of SMA Global Madani Bandar Lampung. The writer chose the second year students since their syllabus stated that one standard competence in passive voice was required in the first

semester. The population consisted of 67 students. The sample of research were two classes, they were XI IPA 2 which consisted of 17 students as experimental class and XI IPA 3 which consisted of 17 students. The quasi experimental method used for this procedure, according to Jackson (2008), did not require random sampling.

The instrument of this research was a test. The test consisted of 30 items of multiple choices. It is supported by Madsen (1983) who stated that using multiple-choice completion in grammar testing has some advantages as follow:

1. It is possible for students to avoid the grammar point being evaluated.
2. Scoring is easy and reliable.
3. This is a sensitive measure of achievement.
4. It allows teachers to diagnose specific problems of students.

In the test of passive voice for pre-test and post-test, the writer gave 30 items and it was administered in 60 minutes. The items were selectively adapted from several sources; Longman Preparation Course for the TOEFL test, Symphony 2: English Course Book for Senior High School Grade XI, www.quipper.com, etc. In this test, the writer limited the focus of the test to simple present, present continuous, present perfect, simple past, and simple future/modals. The specification of passive voice test is described in the following table.

Table 2. Specification of Passive Voice Test

No	Specification	Item Numbers	Percentage
1	Simple present	1, 4, 8, 15, 21, 27	20%
2	Present continuous	5, 7, 10, 11, 14, 29	20%
3	Present perfect	2, 3, 9, 13, 17, 28	20%
4	Simple past	6, 16, 19, 23, 25, 30	20%
5	Simple future/modals	12, 18, 20, 22, 24, 26,	20%
	TOTAL	**30**	**100%**

In order to obtain data before and after the treatment, the writer conducted a pre-test and a post-test. After that, the results of the two tests were treated through scoring the data and were analyzed by using independent groups T-test formula to determine the final calculation research and to draw a conclusion that computed through the Statistical Package for Social Science (SPSS). It is in line with Setiyadi (2006) who stated that independent group t-test was used to compare the mean of two different groups and taken in different situations. Furthermore, the hypothesis was stated as follow:

H: "There is significant effect of jigsaw technique on teaching passive voice."

The hypothesis was analyzed at the significant level of 0.05 (p < 0.05).

Procedure

When the writer implemented the jigsaw technique, the writer adapted the procedures conducted by Ghojavand and Koosha, (2016). They divided the class into five groups of six students to perform the jigsaw technique. Every group took responsibility for a piece of information about the grammatical point under instruction. In addition, presentation of subject among students was alternatively, so each of individual learner had chance to communicate. In details, every group in the class took responsibility for a piece of information about the grammatical point (Passive Voice) under instruction. As for the passive voice, the groups had the following responsibilities:

Group 1   : Definition of Passive Voice and its key terms.
Group 2   : Utilizing Passive Voice in different sentences through some examples.
Group 3   : Finding Examples of using Passive Voice in a text.
Group 4   : writing a paragraph by using Passive Voice.
Group 5   : Making a test (5 items) using Passive Voice.

A leader in each group reviewed and reported the group's progress to the entire class. Afterwards, all of the groups got together as a class, shared information, and completed the work, after which the teacher provided further notes to the students. The operations of the entire group were overseen by the researcher. After finishing the treatment, the researcher administered the grammatical knowledge test to the participants as a posttest, the results of which were utilized to answer the research's objective.

FINDINGS AND DISCUSSION

As stated in the previous discussion that the test consisted of 30 items in which the writer provided 6 items for each specification of passive voice test such as simple present, present continuous, present perfect, simple past, and simple future/modals. The score of post-test from the experimental class were provided in the following table.

Table 3: Score of Post-Test Based on the Specification of Passive Voice from the Experimental Class

Correct Answer	Simple Present		Present Continuous		Present Perfect		Simple Past		Simple Future/ Modals	
	F	%	F	%	F	%	F	%	F	%
0	0	0%	1	3%	2	7%	0	0%	0	0%
1	7	23%	3	10%	3	0%	2	7%	1	3%
2	5	17%	4	13%	4	5%	5	17%	5	17%
3	4	13%	5	17%	6	17.5%	8	27%	5	17%
4	7	23%	4	13%	5	30%	5	17%	8	27%

| 5 | 3 | 10% | 8 | 27% | 6 | 27.5% | 4 | 13% | 4 | 13% |
| 6 | 4 | 13% | 5 | 17% | 4 | 20% | 6 | 20% | 7 | 23% |

F: Frequency
%: Percentage

From the percentages above, it can be inferred that most of the students from the experimental class were able to answer all the questions from these five specifications for the post-test.

Table 4. The Result of the Students' Average Score

	Pre-test	Post-test	Gained
Experimental class	65.5	82.9	17.5
Control class	63.2	74.1	10.8

The data showed that the average score of the pre-test and post-test of experiment class were 65.5 for pre-test and 82.9 for post-test. The average of gained score between pre-test and post-test in experiment class was 17.5. While the average score in control class showed that the score for pre-test was 63.2, post-test was 74.1 and the average of gained score was 10.8. It showed that the results of the post-test between the two groups were significantly different. The average score of experimental class in the post-test was 6.7 point higher than the control group. It can be said that the mean score of experimental class surpassed the control group. In other words, there were more significant improvement in the experimental class after getting treatment through jigsaw technique.

According to Marchali (2015: 44) who explained that to carry out the parametric analysis, the condition is that the data must be normally distributed. The normality test was carried out using the Kolomogrov-Smirnov test with the following test criteria: Significance > 0.05, then the data is normally distributed, while the significance is < 0.05, then the data is not normally distributed. The Kolomogrov-Smirnov is used as the data is n > 50. Furthermore, Widhiarso (2017) explained why it is necessary to carry out normality tests. First, parametric tests are built from a normal distribution. Second, we can assume that our sample really represents the population, so that our research results can be generalized to the population if the results of the normality test are not normally distributed using non-parametric statistical analysis.

Table 5. Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest_experimentalclass	.221	17	.027	.907	17	.090
Postest_experimentalclass	.237	17	.012	.894	17	.054

Pretest_controlclass	.198	17	.076	.904	17	.080
Postest_controlclass	.216	17	.034	.941	17	.325

a. Lilliefors Significance Correction

Based on the explanation from the table above, the data is normally distributed if the significance value is > 0.05. The results of the normality test output on all variables are normally distributed because the sig value is > 0.05. So the analysis used is parametric test analysis.

In addition, in order to determine whether the data has the same variance or not, homogeneity test should be conducted. The calculation results are based on the Sig value in the table of *Test of Homogeneity of Variance.* The homogeneity test is obtained as follows.

Table 6. Test of Homogeneity of Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Experimentalclass	Based on Mean	.014	1	32	.906
	Based on Median	.034	1	32	.854
	Based on Median and with adjusted df	.034	1	31.930	.854
	Based on trimmed mean	.023	1	32	.879
Controlclass	Based on Mean	2.243	1	32	.144
	Based on Median	1.527	1	32	.226
	Based on Median and with adjusted df	1.527	1	28.087	.227
	Based on trimmed mean	2.290	1	32	.140

Based on the output above, it is known that the significance value (Sig.) is 0.115 more than 0.05. Thus, it can be concluded that the data variance of the Pretest-Posttest group in the experimental class and the control class is the same or homogeneous.

Table 7. Table of Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_experimentalclass	65.53	17	7.938	1.925
	Postest_experimentalclass	82.94	17	7.429	1.802
Pair 2	Pretest_controlclass	63.29	17	8.520	2.066
	Postest_controlclass	74.06	17	6.108	1.481

Table 8. Table of Paired Samples Test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_experimental class - Postest_experimental class	-17.412	9.957	2.415	-22.531	-12.293	-7.210	16	.000
Pair 2	Pretest_control class - Postest_control class	-10.765	11.306	2.742	-16.577	-4.952	-3.926	16	.001

The table of Paired Samples Test above was the main output that showed the results of the tests carried out. It was known that the experimental class had a significance value (2-tailed). The significance value (2-tailed) was 0.000 (p < 0.05). Therefore, the results of the pre-test and post-test of experimental class experienced a significant change. Based on the descriptive statistics, the mean of the pre-test and post-test of the control class proved that the post-test of the control class was higher. It means that there was significant effect of jigsaw technique on teaching passive voice

CONCLUSION

In this research, the author aimed to determine the effectiveness of using the jigsaw technique in teaching passive voice. Based on the previous section, the writer came to the following conclusions as follow: first, from the percentages of the experimental class' score of post-test based on the specification of passive voice, it can be inferred that most of the students from the experimental class were able to answer all the questions from these five specifications for the post-test. It means that the treatment by implementing jigsaw technique in teaching passive voice is effective. Second, the result of the students' average scores showed that the average score of the pre-test and post-test of experimental class improved from 65.5 for pre-test to 82.9 for post-test. Compared with the control class, the average score of experimental class in the post-test was 6.7 point higher than the control group. It can be said that there were more significant improvement in the experimental class after getting treatment through jigsaw technique. Last, the table of Paired Samples Test showed that the experimental class had a significance value (2-tailed). The significance value (2-tailed) was 0.000 (p < 0.05). Therefore, the results of the pre-test and post-test of experimental class experienced a significant change. It means that the hypothesis was accepted.

From the descriptions of the result of investigations data above, it means that jigsaw techniques was effective to use in teaching passive voice to the eleventh grade students of senior high school. The writer proposes that other teachers to select techniques that are appropriate for the students and the class circumstances. Teachers

might use jigsaw techniques to teach passive voice as an alternative. Using jigsaw techniques, teachers can also increase students' willingness to learn. Through the groups' discussion during the enrollment, the student can recall the various tenses and the function of concord they have learned before. Finally, in order to make this jigsaw technique more appealing to students, teachers and future researchers can improve the techniques by modifying or combining it with a specific game or quiz, and apply into more than one session.

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