

**A STUDY ON TEACHING PASSIVE VOICE USING AUTHENTIC MATERIALS TO  
THE ELEVENTH GRADE STUDENTS OF SMAN 1 KEDIRI IN ACADEMIC YEAR  
2015/2016**

**SKRIPSI**



**BY:**

**ANANDA DWI PERMATASARI**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
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## **A STUDY ON TEACHING PASSIVE VOICE USING AUTHENTIC MATERIALS TO THE ELEVENTH GRADE STUDENTS OF SMAN 1 KEDIRI IN ACADEMIC YEAR 2015/2016**

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### **ABSTRAK**

Grammar takes important role in English. Mastering of grammar is essential for language learners besides mastering the four skills in English language. Grammar consists of various elements. One of them is passive voice. Grammar teaching is still playing in the circle of teacher-centered, teaching grammar means giving and explaining grammatical rules and their usage from one source “teacher”, and learning grammar means analyzing the forms and structure of the sentences. Teaching grammar by using that strategy does not facilitate meaningful communication and interaction among students. Teacher needs an interesting media to teach grammar in the real context. Based on the observation to the teaching learning process at SMAN 1 Kediri, it is known that the English teacher uses a media that can motivate students and bring the students into the real context on their learning process. The media used by the teacher is authentic materials.

The design of this research is Descriptive Qualitative. This research was conducted in SMAN 1 Kediri on August until September 2015. The subject of the research was the English teacher who taught eleventh grade students. Data was obtained by using three kinds of instruments, they are observation, interview, and questionnaire. The observation is used to is to know how the implementation of teaching passive voice using authentic materials is. Interview is used to know the students’ response when they are taught passive voice using authentic materials.

From the results of observation, interview, and questionnaire, the writer found that the teacher has taught passive voice using authentic materials. When the teacher taught passive voice using authentic materials to the students, he faced some problems. But, he also has the solutions of those problems. The students’ response when they are taught passive voice using authentic materials is good. They were interested and gave positive response when learning passive voice using authentic materials.

Finally, the writer concludes that the English teacher taught passive voice using authentic materials to the eleventh grade students of SMAN 1 Kediri in academic year 2015/2016. The suggestion is given to the English teacher and students. The teacher should use various technique and media in teaching grammar, especially passive voice. The teacher should have more ideas in developing materials in teaching. But, don’t forget to make it suitable with the students’ level and ability. And the students must give more attention to the teacher’s explanation in the classroom so they can understand the lesson well.

### **Kata Kunci**

Passive Voice, Authentic Materials

## **I. INTRODUCTION**

Grammar may be approximately defined as the way a language controls and combines words (or bits of words) in order to form longer units of meaning. As stated by Penny Ur(1988:4), grammar can be defined as the way how the words are combined together to make meaningful and understandable utterances either spoken or written. Passive voice is taught in the eleventh grade of Senior High School as one the grammatical rules of English lesson.

In nowadays, grammar teaching is still playing in the circle of teacher-centered, teaching grammar means giving and explaining grammatical rules and their usage from one source “teacher”. Teach grammar by using that strategy does not facilitate meaningful communication and interaction among students. Teacher needs an interesting media to teach passive voice in the real context.

One of the media that can be used to bring the students into the real situation in the use of passive voice is authentic materials (Ianiro, 2007, p.1). Based on the observation to the teaching learning process at SMAN 1 Kediri, it is known that the English teacher uses a media that can motivate students and bring the students into the real context on

their learning process. The media used by the teacher is authentic materials.

Based on the explanation above, there was an implementation of teaching passive voice using authentic materials at SMAN 1 Kediri. The researcher is interested to choose a title which is able to describe the whole content of this study, that is “A Study on Teaching Passive Voice Using Authentic Materials to the Eleventh Grade Students of SMAN 1 Kediri in Academic Year 2015/2016”

## **II. RESEARCH METHOD**

This research is categorized as qualitative research. It means that the research does not use statistical formula for analyzing the data. The data was not presented in number, but it described in form of pictures and words. The research design of this research is descriptive qualitative research. The descriptive research is a research that has function to make a description of phenomena in real situation.

The instrument that used by the researcher is observation checklist, interview and questionnaire. The observation was held on August 27<sup>th</sup>, 2015 at SMAN 1 Kediri. The researcher observed the English teacher when teaching passive voice using authentic materials. After the observation, the researcher gave the students

questionnaires to get the data about the students' response when they are taught passive voice using authentic materials. An the researcher interviewed the English teacher on August 28th, 2015 at the English teacher's home.

The technique used by the researcher to analyze the data are data collection, data reduction, data display and conclusion and verification.

### III. RESEARCH FINDING AND CONCLUSION

The first point the writer discusses is about teaching passive voice using authentic materials. Based on the descriptions about the results of observation above, it can be concluded that the English teacher of SMAN 1 Kediri has been teaching passive voice using authentic materials and the authentic materials in four stages, they are presentation, explanation, practice, and test.

In the interview, the reseracher found that teacher still found difficulties to increase students' grammar mastery especially passive voice. But the teacher had ways to solve the problems. The teacher turns the original text into an opportunity to learn, make it clearer or friendlier, or rephrase it. So, the authentic material can be suitable to learn by the students. And it still

matches with the level of students' daily life.

Based on the result of questionnaires' answer that given by the writer to the students, the writer knew that most of the students were interested in teaching and learning passive voice using authentic materials. It was supported by the data that 64% of the students answered 'yes'. Then, they get more understanding in passive voice and the use of passive voice in the real life. It was supported by the data that 77% of the students answered 'yes'. Their motivation in learning grammar especially passive voice using authentic materials was increased. It was supported by the data that 64% of the students answered 'yes'. It was supported by the data that 57% of the students answered 'seldom'.

### IV. BIBLIOGRAPHY

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