TEACHING VOICE TRANSFORMATION BY USING FLASH CARDS

(A Pre Experimental Study to Year-8 Students of “MTs Darul Hidayah Rasau Jaya” in Academic Year 2012/2013)

A RESEARCH JOURNAL

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TEACHING VOICE TRANSFORMATION BY USING FLASH CARDS

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Abstract: The aim of this research was to investigate the effective size of using flash cards in teaching grammar especially voice transformation to Year-8 Students of MTs Darul Hidayah Rasau Jaya in Academic Year 2012/2013. It was a pre-experimental study with a single group pre-test post-test design. The sample was Year-8 students that consisted of 22 students. The data were collected by giving pre-test before the treatment and post-test after the treatment in form of multiple choice test. The test consisted of 20 items about voice transformation. Pre-test and post-test were the same test with different order. The data were analyzed by Effect Size (ES) formula. The finding showed that the effect size of teaching voice transformation by using flash cards was 2.41 (ES > 0.80) and categorized high.

Key Words: Voice Transformation, Flash Cards

Teaching grammar to the students is very important because it deals with the rules how the language is constructed. Cox (1999: 386) claims, “Grammar is a set of rules for teaching students about some combination of the meaning as well as pronunciation and whatever else teachers thought would help students speak and write correctly”. The learners should master grammar in order that they can communicate well and grammatically. Grammar is very useful in learning a
language. It helps the students to understand the passage when they read and listen to a text. Therefore, grammar cannot be separated and isolated from language skills; it should be an integral part of language teaching.

Nowadays, learning grammar in school is integrated into the language skills. It is because grammar is not included explicitly in Standard Competence of English Syllabus. So, the teacher needs to create good lesson plans using interesting activities involving grammar in the context of teaching. Hopefully, it will make students more interested and easier to master English grammar.

There are many topics of grammar that are usually taught in Junior High School such as tenses, voice transformation, connectives, direct and indirect speech, and preposition of time. They are different from each other. They also arise different problems to the students. Based on the pre-observation in the field, that is MTs Darul Hidayah Rasau Jaya, students faced difficulty in voice transformation. They misunderstood whether a sentence was active or passive. They could not understand the meaning of the sentence well.

The difficulty in learning voice transformation may be produced by the lack of teaching media applied in the school. Teaching media is one of the important aspects in the classroom activity. There are many teaching media that can actually help the teacher in delivering the material and also make the students easy to understand the lesson. The teaching media, include pictures, puppets, maps, and flash cards.

Based on the above explanation, it is interesting to use one of the teaching media, that is flash cards in order to solve that problem and improve students’ achievement in voice transformation. Then, a pre-experimental study was conducted to Year-8 Students of MTs Darul Hidayah Rasau Jaya. The research investigates whether the effectiveness of flash cards is high, moderate, or low.

**METHOD**

In order to find out the answer to this research, a pre-experimental study was applied. Cohen, Manion, and Morrison (2000: 213) describe this type of research as:

\[
O_1 \quad X \quad O_2
\]

Where \( O_1 \) is pretest, \( X \) is treatment and \( O_2 \) is posttest.

Marczyk, DeMatteo, and Festinger (2005:18) refer population to “all individuals of interest to the researcher”. The population of this research was Year-8 Students of MTs Darul Hidayah Rasau Jaya in Academic Year 2012/2013. Due to the small number, the whole population was taken as the research sample. It consisted of 22 students.
The data were collected by a measurement technique. This technique measures how effective the use of flash cards to improve students’ achievement in voice transformation is. The tool of data collecting was multiple choice test which consisted of 20 items. This multiple choice test was given before and after the treatment. To find out the effect size of teaching voice transformation by using flash cards, the effect size formula was applied.

**FINDING AND DISCUSSION**

**a. Findings**

Based on the statistical analysis, the effect size (ES) is 2.41 as shown in the following computation.

\[ ES = t \sqrt{\frac{1}{N}} \]

\[ = 15.44 \sqrt{\frac{1}{41}} \]

\[ = 15.44(0.1561) \]

\[ = 2.41 \]

This figure is categorized high.

**b. Discussion**

The findings show that the students’ achievement on voice transformation was influenced by the process of teaching and learning. It could be seen from the result of the test. Before the treatment was given, the mean score of the research class was 50.68. After they were given the treatment, the mean score of the research class increased to be 65. Based on the computation, the ES score was 2.41. It means that the ES score was higher than 0.8. According to the criteria of ES, it can be concluded that the effectiveness of teaching voice transformation by using flash cards was high.

Based on this finding, it can be argued that flash cards is successfully supporting the teaching process. The students were successfully attracted this attention to be active and enthusiastic in the classroom when the teacher used this media to deliver the teaching material.

In conclusion, the finding proved that teaching voice transformation by using flash cards is effective to improve the achievement in voice transformation to Year-8 Students of MTs Darul Hidayah Rasau Jaya in Academic Year 2012/2013.
CONCLUSION

In conclusion, flash cards were very effective media to improve the students’ achievement in voice transformation to Year-8 Students of MTs Darul Hidayah Rasau Jaya in Academic Year 2012/2013. It can be used to attract the attention of the students to be more active in the classroom. However, because it was only an experimental study, it would be better for the other researchers to develop further research like true experimental study. Finally, it is hoped that the result of this research can help the English teachers to make them more creative. So, their students can understand the material easily, especially in voice transformation.

BIBLIOGRAPHY

