

THE USE OF ROLE PLAY IN PASSIVE VOICE MASTERY

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ABSTRAK

Passive voice menjadi sangat penting dalam mempersiapkan siswa untuk memahami teks dan situasi ilmiah. Peneliti menggunakan pola passive voice yang disesuaikan, seperti simple present, present perfect, dan simple past berdasarkan kurikulum 2013. Penelitian ini bertujuan untuk menemukan perbedaan yang signifikan dalam penggunaan role play dalam penguasaan passive voice pada siswa kelas sebelas yang telah belajar bahasa Inggris dalam pengalaman menyusun active voice di SMA. Penelitian ini menggunakan penelitian kualitatif dengan desain penelitian kuasi eksperimen untuk kelompok kontrol dan eksperimen. Peneliti menggunakan independent sample t-test untuk menganalisis data secara keseluruhan efektivitas penggunaan role play dalam penguasaan passive voice dan paired test untuk mengetahui kemajuan masing-masing kelompok dan menemukan perbedaan yang signifikan dalam korelasi antara pre-test dan post-test di setiap kelompok. Sebagai hasilnya, penelitian ini memberikan hasil yang luar biasa tentang bagaimana siswa secara bertahap meningkatkan kemampuan mereka dalam menggunakan role play dalam penguasaan passive voice. Hasilnya, penelitian ini tidak memberikan perbedaan yang signifikan dalam penguasaan passive voice untuk siswa yang diajar dengan role play dan tanpa role play. Sebagai saran, role play mungkin bukan pendekatan yang baik untuk mengenalkan siswa yang menganggap bahasa Inggris sebagai bahasa asing untuk belajar passive voice. Namun, pendekatan ini dapat menjadi pilihan yang baik untuk menggabungkan pendekatan konvensional dengan role play untuk memulai lingkungan belajar yang baru..

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1. INTRODUCTION

Many non-English-speaking countries have adopted English as a foreign language to help students learn English properly. In relation to the statement, English is the dominant one of many foreign languages acquainted in Indonesia and it is also implemented in every level. It becomes important to know and learn English for human resource development in Indonesia, initially for students, the future of Indonesia. In Indonesia, the education ministry and government had once decided that

English will always be the first foreign language in school to be acknowledged. It must be taught to the students starting from young learners to adult learners.

Likewise, English has several skills and components supporting every English learner to use English better as similar as natives and one of English components which have structural learning is grammar. In line with the statement above, Chomsky (1986) states grammar is the most basic important aspect to communicate with other people because it shows the purpose of the structural words researcher

deliver to make other people can understand the message easily. Grammar, itself, has a lot of language elements; one of them is passive voice. In accordance with the statement, the previous studies have observed passive voice through the students' error analysis and the technique of understanding that provided the common mistakes to be concerned.

Passive voice is a grammatical construction where the subject of the sentence is no longer the doer of the action but instead is the recipient of the action. In case, all of the students, as participants in the previous research, were perplexed to decide what to apply after "be" whether it is verb 2 and verb 3 (past participle). Likewise, Irawan (2019) once showed in his research that his subjects were unable to differentiate between irregular verbs, regular verbs, and Verb 3 (Past Participle). Students' errors have been a critical concern been found by other researchers. Meanwhile, according to Batubara & Mahardhika (2020) in their analysis error study stated that ensuring the understanding of learning passive voice, the way of memorizing did not give a good impact. They added that the memorizing way was intended to students' comprehension focusing on the reading area and occasional case to figure out where passive voice regularly appears.

However, it needs a reliable technique in targeting the language while teaching-learning process. There are lots of techniques in communicative approach and one of them is a role-play technique. Therefore, playing a role could be the one which was an establishing factor and it impacts students' learning development. There were many reasons for children to play. This technique emphasized how to use the target language in a communicative and meaningful way.

Role-play as technique in developing students' reliable learning which students shall take roles which children utilize their imagination, objects, and action considered to the specific situation or condition as themselves or as other characters so it is going to have a lot of fun learning to explore and learn new things (Andresen, 2005; Ladousse, 1995). Many techniques could be required to overcome problems in learning material including using role play because many researchers found out that role play was effective.

There have been several studies on the implementation of role play in teaching grammar in language education to support how important role play in teaching passive voice for the research. Some of the findings from these studies include:

1. Increased student engagement: Role play has been shown to increase student engagement and motivation in learning (Siska, 2018).
2. Improved understanding: Role play has been found to help students better understand the structure and use of the material conducted (Ladousse, 1995).
3. Enhanced communication skills: Role play activities can enhance students' communicative skills by allowing them to practice forming and

understanding sentences in a communicative context (Tristia, 2019; Neupane, 2019).

4. Real-world application: Role play provides a real-world application by making grammar more relevant to students and helping them to see the practical use of the grammar structure (Chiu et al., 2012).

According to (Anderson, 2006), role play could be a valuable tool for language learning, as it allows students to practice using the target language in authentic, communicative situations. In addition, Pamungkas (2008) found that using role play activities in teaching the passive voice to English as a Second Language (ESL) students led to significant improvement in students' passive voice competence and oral communicative skills. Likewise, Kurniawati (2015) stated role play activities helped students to internalize the passive voice in narrative text to the students especially eleven graders and use it more accurately in their speaking area.

These findings suggested that role play could be a useful and effective tool for teaching the passive voice and improving students' language skills in order to expand the possibility while implementing communicative technique.

Additionally, researcher had the observation according to students' need while taking teaching practicum for eleventh graders. The observation was based on the students' feedbacks while having teaching and learning process. Some students informed that they were engaged to skill improvements especially while having speaking test that was conducted by the researcher as a teacher there. This became what the researcher's background to explore more about the students as participants there to develop their speaking ability with different approach such as role play in the new material.

The researcher considered that it would be necessary to figure out an alternative way to create interesting technique for students. The technique should be assisting students as participants in developing their speaking ability. Many techniques to make it proper were considerable to be applied, including role play. The reason why researcher conducted role play was because it encouraged students' participation in teaching learning process and gives opportunity to practice speaking ability in different social context and social roles.

Besides, many researches of the previous studies investigated through analysis on how error could appear while producing passive voice and some experts believed the existence of role play was preferable to apply and maximize the participants' English skills. Different from the previous study, this study investigated how role-play, one of the techniques in communicative approach, could develop students' competencies in producing passive voice. Hereby, the researcher put his concern toward the effectiveness of the role play. Then, the researcher put his concern toward the effectiveness of the role play.

Then, was there any significant difference in passive voice mastery for students taught with role play and without role play? Based on the research questions and background, the purpose of this research was to examine the significant difference and improve passive voice mastery for students taught with role play and without role play.

The researcher expected this research has some beneficial result for upgrading students' capabilities in learning material of passive voice orally. The hypotheses were as follows:

1. Null Hypothesis

There is no significant difference between pretest and posttest for students in learning passive voice by implementing role play.

2. Alternative Hypothesis

There is a significant difference between pretest and posttest for students in learning passive voice by implementing role play.

2. RESEARCH METHODS

This study aimed to examine the effectiveness of role play in developing students' competencies while learning passive voice. In this case, a quantitative approach was preferable to imply in research. According to Ary et al. (2010), a quantitative approach is a research technique aimed at calculating the effectiveness and progress by interpreting the students' scores and describing the conclusion. Afterwards, to proceed the approach, researcher used experimental research which is the overarching strategy for conducting an active independent variable in a research. This research design applied quasi-experimental design to determine whether there was an effect between variable A (Students' competencies in passive voice) as the dependent and variable B (Role play) as the independent variable.

A quasi-experimental design indicated that the experimental and control groups were not chosen at random; rather, they were intact groups that already exist, for instance, classrooms (Ary et al., 2010). Quasi experimental design was conducted to determine cause and effect. This research demanded the researchers to choose the samples specifically in the same level of subjects and conduct it before the affairs that participants have been through in their life. In many cases, researchers tried to figure out whether the cause of the study has effects on the participants' competency progress.

This research included independent variables and dependent variables to state the research questions and accomplishment of the study. Besides, the designs of quasi experimental design were divided into two groups: experimental group and control group (Gile, 2016; Yassi, 2020). Therefore, Quasi experimental design required specific environments or particular aims to be controlled and investigated for the specific purpose of collecting data to improve the understanding of the research subjects (Gile, 2016).

Additionally, this research developed three tests to conduct the essence of quasi experimental research, such as pre-test, treatment, and post-test. Pre-treatment testing was known as a pretest, and post-treatment testing was known as a post-test. Study participants were selected through quota sampling. It divided the population into levels because the number of students in these programs varied. It meant that each program had several students with different level of competencies so in one group, various students were gathered.

The population of eleventh graders was three hundred and six students. This study selected two classes from the eleventh-grade high school students that got the qualified learning subject and permission to have the simulation at one of the public high schools in Surabaya. The researcher used two classes which each class consisted of thirtyfour students. Regarding teacher's statement, two classes were equal in term of competencies. This research set at one of public high school in Surabaya. The background of why the researcher chose that it was because the students struggled to learn passive voice and they decided to be analyzed by using role play to develop their insight on how effective the use of role play treats learners to imagine what they were doing.

The reason why eleventh graders at one of public high school in Surabaya were chosen because they have experienced and learned the materials of how to create text and active sentences. This case could be seen when they were in tenth grade while learning descriptive and narrative text. This opportunity could be beneficial in extending their proficiency and imagination through role play.

3. RESULTS AND DISCUSSION

This research was conducted to define the effectiveness of role play in teaching passive voice to eleven graders. The researcher needed to test several stages including validity, reliability, normality, homogeneity, pre-test, and post-test. These steps were required to find the significant difference and answer the hypotheses of this research. Definitely, this research was administered to the control group and the experimental group as well. The test results were presented as below:

Validity of The Test

This research used content validity to apply in the pre-test and post-test. The content validity considered several aspects to gain the learning objectives. The researcher composed and compared the questions with the curriculum, especially in match with the indicators of English lesson. In validity measurement, the researcher asked for suggestions while composing the instruments with the supervisor and teacher to assure the proper test to deliver. Later, the research was run right after the tests were in a coherent format. Additionally, the points must be outlined with identifying the main idea, generic structure, contextual vocabulary, and specific

information in the text. The test was valid because it was in line with Curriculum 2013 in basic competence 3.5.

3.5 *"menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)" - Peraturan Menteri nomor 37 tahun 2018*

Reliability of The Test

Reliability was an important point to measure the quality of the test. Reliability referred to the consistency of test scores from one measurement to another (MCMillan, 1992). The researcher tested another class besides experimental and control groups to see the reliability. The steps to count the reliability of the test was by measuring mean and the standard deviation by using the scale of Reliability Analysis

While the scale of reliability of a test was shown in the table below based on (Bartz, 1976).

Table 3. 1 The Criteria for Testing Reliability

The Criteria	The Description
Very High r	.80 above
Strong r	.60 or .80
Moderate r	.40 or .60
Low r	.20 or .40
Very Low r	.20 or less

Here was the result of reliability:

Table 3. 2 Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.586	.601	19

Table 3. 3 Scale Statistics

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
16.03	5.558	2.358	19

Based on the calculation, the test has a scale of 0.586. It means that the test was considered a moderately reliable test for the experimental and control group on the next steps.

The Result of Normality

The researcher conducted normality to follow the rules before conducting an independent sample t-test and after figuring out homogeneity. The normality was using Shapiro-Wilk test to measure in SPSS. The normality test aimed to determine whether the research data were normally distributed or not. According to Pallant (2010), in parametric statistics, normal data distribution is a must, and absolute conditions to accomplish. If the significance value is > 0.05, then the research data is normally distributed. If the significance value is <0.05, then the research data is not distributed normally.

Table 3. 4 Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Control	.138	35	.090	.970	35	.446
Experiment	.126	35	.174	.967	35	.378

a. Lilliefors Significance Correction

The data presented that the control group had 0.446 and the experimental group had 0.378. Reviewing the parameter above, each data should be passed more than 0.05 to be normal. Meanwhile, these data were normally distributed according to each group. Hence, every data had normality with scores more than 0.05 and became normally distributed.

The Result of Homogeneity

The researcher applied homogeneity to find the test was homogenous so the test had to get applicable and include the relevant content. This homogeneity test had been done after the pre-test was distributed and calculated. The homogeneity was before finding significant differences in the independent sample t-test. The homogeneity of variance test was applicable for both groups. According to Pallant (2010), If the significance level of the score is more than 0.05, the data is homogeneous; otherwise, If the score's significance level is less than 0.05, the data is not homogeneous.

Table 3. 5 Test of Homogeneity of Variance

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pre Test	Based on Mean	3.586	1	68	.063
	Based on Median	3.500	1	68	.066
	Based on Median and with adjusted df	3.500	1	67.587	.066
	Based on trimmed mean	3.595	1	68	.062

From the table above, the significant difference scored 0,63. This score had passed the standard, of 0.05. Subsequently, the more score gained, the more probabilities of data should be homogenous. This score was homogenous because it was more than 0.05.to conclude, the pre-test had a valid score in homogeneity.

The Result of Pre-Test in Independent Sample T-Test

The researcher conducted two groups, the experimental and control groups. Next stage, the researcher applied independent sample t-test for analysing the pre-test scores for both groups. Here the parameter according to Pallant (2010):

1. If the value in Sig. (2-tailed) is equal to or less than .05, it means that there is a significant difference.
2. If the value in Sig. (2-tailed) is more than .05, it means that there is no significant difference.

The researcher focused on the significant differences for both groups before getting treatment as follows:

Table 3. 6 Group Statistics in Pre-Test

Group Statistics					
Groups	N	Mean	Std. Deviation	Std. Error Mean	

Pre Test	Control Group	35	60.800	13.051	2.206
	Experimental Group	35	53.171	16.760	2.833

Table 3. 7 Independent Sample T-Test of Pre-Test

		Independent Samples Test				
		t-test for Equality of Means				
Pre Test		Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre Test	Equal variances assumed	.064	7.628	3.590	.463	14.79
	Equal variances not assumed	.064	7.628	3.590	.455	14.80

According to the table above, the significant difference between both groups was 0.064. The result had passed the standard which is 0.05. Hence, it could be concluded that there were no significant differences. The meaning was that both two groups were equal in competencies and ready to have the next stage.

The Result of Treatment

On behalf of Huang (2008), the researcher followed the steps on journal to guide the researcher to conduct the implementation of role play in learning passive voice. The steps were adjusted to the school time durations as a research area and the possibility of each step actually to conduct. Hereby, the elaborated explanation while conducting the class situation.

1. Deciding teaching material

In the very first meeting, researcher and students determined the teaching material regarding students' basic competence in curriculum 2013 in even semester. The researcher decided to stimulate students' apprehension toward passive voice because the material emphasized applied transactional interaction. Afterward, students received several transactional texts to be applied orally and written, especially a situation that uses passive voice with the theme obtained. This first step took ten minutes in the first meeting.

2. Organizing the students into groups, situations, and dialogue

The researcher organized this step in the first meeting after deciding on teaching material. The researcher commanded students to make groups in order to build interaction to one another. Students were divided into eight groups, each consisting of four to five people. Then, students were reinforced to analyze transactional texts regarding themes served in passive voice. In this step, students were eager to reshuffle their mate circle until the researcher gave them the opportunity to find their teammates themselves to bond one member to others in a group. Subsequently, this step was held in ten minutes after the ten-minute step one.

3. Teaching dialogue for Role play

This step was held by researcher to dig into the essential objective of passive voice while running role play. The researcher provided a few apperceptions related to the structure of the text, linguistic elements, and social functions of the transactional text in passive

voice material. As a consequence, students analyzed the text structure, linguistic elements, and social functions of the transactional text. Besides, this step was held in two meetings, the first meeting and second meeting.

The step was fascinating because students were stimulated to deep dive into the learning within subject included. The students, one by one, attempted to participate in learning process by responding inquiries, detecting the essential objects, and analyzing precisely the learning stuffs. However, students somehow were still confused to identify. Instead, they tried to overcome what they missed.

In the first meeting, it gained more than thirty minutes because the students were trying to reach the meaning of the material. Meanwhile, the next meeting, the researcher and students obtained twenty minutes to repeat the ambience of the learning so students experienced more the dialogue before gradually practicing.

4. Engaging students to have practice in learning Role play

The researcher provided opportunities for students to get to know role play through existing transactional texts and trigger questions in mentioning keywords from the topics that had been discussed. Here, students tried to make transactional texts with role play dialogs orally from the same topic by adjusting the use of text structure, linguistic elements, and social functions of the transactional text.

Likewise, students still needed guidance to practice such as pronouncing the vocabulary, assuring what kinds of passive voice they portrayed, understanding, and possessing the roles of the themes. Since it was not an easy step, they struggled with the obstacles. To diminish the obstacle, the researcher approached each team to reassure them whether they understood or not. In this case, the step was run in the second meeting which required up to forty minutes to experience and practice more when they got the dialogue to role play.

5. Modifying students' situations and the dialogue

Groups of students were given different topics related to topics that implied passive voice. After that, the group of students listed keywords from facts related to the topic. After five to ten minutes, the researcher gave opportunities for students to practice role play in the form of transactional texts from the keywords listed and the topics given.

Next, groups of students displayed transactional texts through role play according to topics that were in accordance with text structure, social functions, and linguistic elements.

This step had been conducted in two meetings, meeting three and four. Each meeting had its own theme, for instance, meeting three was the occupation, and meeting four was local products. The themes were considered to be students' points of view and familiarity. Indeed, students had to perform in front of

other mates properly with passive voice through role play along with fifty minutes for performance in each meeting. In each meeting, students struggled with portraying the roles and dealing with the passive voice implementation.

In the ambience of learning, students were having so many obstacles in portraying and delivering the messages of passive voice through role play. Students still emphasized the potency of passive voice although they still dig into the roles provided that similarly were in line with the contexts of themes.

6. Evaluating and checking the comprehension of students

The last step that should be followed was evaluating and checking the comprehension of the students themselves. The teacher provided reviews of students' performances as a form of learning. For instance, compliments to those who did the role play by following instructions and comments to those who still lack of understanding. Each theme in each meeting has its own review. This evaluation put them in the improvement and constructive learning to develop what they were supposed to gain in this chapter. Therefore, the researcher only provided 10 minutes after the whole performance in every meeting, such as meeting three and meeting four. Constructively, they gradually enhanced their knowledge of the implementation of passive voice on a daily basis that required in themes that the researcher had given.

The Result of Post-Test in Independent Sample T-Test

The researcher applied post-test to measure significant difference after treatment to the experimental and control group. The researcher predicted this research has gradual result by using Independent-sample -test for analyzing the post-test. This also answered either Null Hypothesis or Alternative Hypothesis to present whether the result is beneficial or not. This concept was still using the same theory from Pallant (2010):

1. If the value in Sig. (2-tailed) is equal to or less than .05, it means that there is a significant difference.
2. If the value in Sig. (2-tailed) is more than .05, it means that there is no significant difference.

Table 3. 8 Group Statistics in Post-Test

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Control Group	35	82.542	12.139	2.051
	Experimental Group	35	66.400	20.571	3.477

Table 3. 9 Independent Sample T-Test of Post-Test

Independent Samples Test						
		t-test for Equality of Means				
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Post Test	Equal variances assumed	.016	16.14	4.037	8.086	24.19

Equal variances not assumed	.019	16.14	4.037	8.051	24.23
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Here, it seemed that the tables above resulted in a significant difference (2-tailed) less than 0.05 which was 0.016 with a mean difference, 16.14. This score concluded that the significant difference answered the point of the Alternative Hypothesis. These tables and scores interpreted that role play could manage students' eagerness to have a strong will in studying passive voice, initially as a learning material emphasizing oral practice to keep in mind. Hence, the hypothesis got the alternative and the researcher supposed the effect size had to be measured.

The Effect Size of Independent Sample T-Test

Effect size was the crucial part to calculate after using an independent sample t-test to find how role play influenced students' understanding of passive voice. The effect size Eta Square calculation was by Pallant (2010).

The formula was provided below:

$$\text{Eta Square} = \frac{t^2}{t^2 + (N_1 + N_2 - 2)}$$

The formula was assisted with the guideline to interpret the Eta Square listed in the table below:

Table 3. 10 Scale of Eta Square

The Criteria	The Description
.01	Small Effect
.06	Moderate Effect
.14	Large Effect

To present, this was the calculation of Eta Square to find effect size from independent sample t-test:

$$\begin{aligned} & \frac{t^2}{t^2 + (N_1 + N_2 - 2)} \\ & = \frac{(3.98)^2}{(3.98)^2 + (35 + 35 - 2)} \\ & = \frac{15.8404}{15.8404 + 68} \\ & = \frac{15.8404}{83.8404} \\ & = 0.188 \end{aligned}$$

Based on the eta square above, the value was 0.188 which was more than 0.14. Thus it could be concluded that the effect size given by treatment has a large effect. It also proved the alternative hypothesis by giving how impactful their competencies were while taking a passive voice with role play. According to the post test itself, the score of significant difference (2-tailed) approximated 0.016 had been supported by the effect size with the value, 0.188.

The Result of Paired Test and Effect Size for Control Group

The researcher occupied paired test to find out the impact or progress in control group. This paired

test hand found out the significant difference after doing research. This calculation became one of the samples to compare with experimental group's paired test result to answer either Null Hypothesis or Alternative Hypothesis and to present whether the result is beneficial or not. This concept was still using the same theory from Pallant (2010):

- a. If the value in Sig. (2-tailed) is equal to or less than .05, it means that there is a significant difference.
- b. If the value in Sig. (2-tailed) is more than .05, it means that there is no significant difference.

Table 3. 11 Paired Sample Statistics for Control Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	60.80	35	13.051	2.206
	Posttest	82.54	35	12.140	2.052

Measuring the progress, the researcher provided the mean result. The mean result for pre-test was about 60.80 and for post-test was about 82.54. These result progressively increased to gain the learning objective. This progress impacted the control group although they did not receive the experiment session.

Table 3. 12 Paired Sample Correlations for Control Group

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	35	.005	.976

Considering the significant of correlation provided, the correlation had small impact and the significance resulted more than .05, within .976 which was considered as no big impact in correlation.

Table 3. 13 Paired Sample Test for Control Group

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 - Posttest	-21.743	17.77	3.005	-27.849	-15.636	-7.236	34	.000

Otherwise, the Sig. (2-tailed) provided in paired sample test was known that the Sig. (2-tailed) of $0.000 < 0.05$, then the researcher concluded that there was a real difference between learning outcomes on pre-test and post-test data in control group. After that, the researcher required to calculate the effect size to find students' progress on their conventional approach.

The effect size was conducted the to find how impactful the learning without experiment to control group after computing the paired test. The effect size explained the progress in control group only. The effect size Eta Square calculation was by Pallant (2010). The formula was provided below:

$$\text{Eta Squared: } \frac{t^2}{t^2 + (N - 1)}$$

The formula was assisted with the guideline to interpret the Eta Square listed in the table below:

Table 3. 14 Scale of Eta Square

The Criteria	The Description
.01	Small Effect
.06	Moderate Effect
.14	Large Effect

To present, this was the calculation of Eta Square to find the effect size from paired test of control group:

$$\begin{aligned} & \frac{t^2}{t^2 + (N - 1)} \\ & = \frac{(-7.23)^2}{(-7.23)^2 + (35 - 1)} \\ & = \frac{52.27}{52.27 + 34} \\ & = \frac{52.27}{86.27} \\ & = 0.620 \end{aligned}$$

In conclusion, the control group has progressive impact from pre-test to post-test with mean result for pre-test was about 60.80 and for post-test was about 82.54. This was supported by Sig. (2-tailed) provided in paired sample, $0.000 < 0.05$, then the researcher believed that there was a real difference. Additionally, the effect size gained 0.620 which had a large effect. Therefore, control group had excellent effect size and significant difference proved the growth in this group.

The Result of Paired Test and Effect Size for Experimental Group

The researcher occupied paired test to find out the impact or progress in experimental group. This paired test hand found out the significant difference after doing research. This calculation became one of the samples to compare with control group's paired test result to answer either Null Hypothesis or Alternative Hypothesis and to present whether the result is beneficial or not. This concept was still using the same theory from Pallant (2010):

- a. If the value in Sig. (2-tailed) is equal to or less than .05, it means that there is a significant difference.
- b. If the value in Sig. (2-tailed) is more than .05, it means that there is no significant difference.

Table 3. 15 Paired Sample Statistics for Experimental Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Pretest	53.17	35	16.760	2.833
	Posttest	66.40	35	20.572	3.477

Measuring the progress, the researcher provided the mean result. The mean result for pre-test was about 53.17 and for post-test was about 66.40. These result progressively increased to gain the learning objective. This progress impacted the experimental group with adequate progress result.

Table 3. 16 Paired Samples Correlations for Experimental Group

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 2	Pretest & Posttest	35	.535	.001

The correlation had big impact by considering the significant of correlation provided, the and the significance resulted less than .05, within .001 which was considered as an impactful correlation to present.

Table 3. 17 Paired Samples Test for Experimental Group

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 2	Pretest - Posttest	13.229	18.313	3.095	-19.519	6.938	4.274	34	.000

Meanwhile, the Sig. (2-tailed) provided in paired sample test was known that the Sig. (2-tailed) of $0.000 < 0.05$, then the researcher concluded that there was a real difference between learning outcomes on pre-test and post-test data in experimental group. However, the researcher should calculate the effect size to ensure the significant effect on their progress whether students were just improved or the researcher proved how impactful role play was.

The effect size was conducted the to find how impactful the learning to experimental group after computing the paired test. The effect size explained the progress in experimental group only. The effect size Eta Square calculation was by Pallant (2010). The formula was provided below:

$$\text{Eta Squared} = \frac{t^2}{t^2 + (N - 1)}$$

The formula was assisted with the guideline to interpret the Eta Square listed in the table below:

Table 3.18 Scale of Eta Square

The Criteria	The Description
.01	Small Effect
.06	Moderate Effect
.14	Large Effect

To present, this was the calculation of Eta Square to find effect size from paired test of experimental group:

Therefore, the experimental group has drawn small effect size compared to control group's effect size. The effect size gained 0.349 which had a large effect but it was less that control group had. However, the effect size was not bigger than control group had. Hence, experimental group had no chance to prove significance difference before and after experiment but explaining progress only.

Discussion

Discussing the results above, the researcher required to calculate independent sample t-test to find the both groups' progress in one calculation before paired test to find each group's progress in each group's calculations to compare. Since the researcher conducted independent sample t-test to assess both groups and paired test to assess each group for his quasi-experimental research, there were two perspectives toward the tests' scores. The researcher declared each calculation whether in independent sample t-test or paired test.

First and foremost, the significant difference (2-tailed) that the independent t-test measured was leading the researcher into something predictable. Starting the pre-test, the researcher found out there was no significant difference between both groups. It drew 0.064 which was beyond 0.05 as the limitation to determine that each group's members were considerable in basic comprehension level in learning passive voice. Afterward, the significant difference was altered to 0.016 when the researcher conducted the post-test. This situation determined that there was a gradual change from the experiment because the significant difference (2-tailed) proved the score was less than 0.05. It supported the citation from Batubara and Mahardhika (2020) that stated students required to apply interaction and communication in improving passive voice in every tense included. Likewise, Scholastica (2018) mentioned the importance of students' background or other real-life settings to cultivate the essence of passive voice orally, requiring its forms, functions, and meanings. At least from this research the data result could diminish the problems that came out to students' comprehension, such as perplexed passive voice use in verb 2 and verb 3 (Past Participle), also grammatical error in the structure of tenses (Yasim *Et al*, 2018; Irawan, 2019).

Moreover, the data also spectacularly measured the high score of effect size after administering the independent sample t-test. Subsequently, the effect size commenced by therapy had a huge influence and responded to the alternative hypothesis by demonstrating the influence of role play on their abilities while using passive voice.

Then, considering each group progress, the researcher input paired test to measure. The progress measurement was aimed to pre-test and post-test. Firstly, the control group obtained a progressive influence from pre-test to post-test, with a mean result for pre-test of about 60.80 and a mean result for post-test of around 82.54 with Sig. (2-tailed) in matched

t²

sample, $0.000 < 0.05$. This prompted the researcher to assume that there was a meaningful difference. Furthermore, the effect size increased by 0.620. Otherwise, it proved little influence that drew a score .976 which was more than .05. This correlation within both test in control group showed statistically small difference. As a result, the control group still had the effect magnitude and substantial difference demonstrated growth although the correlation did not provided enough difference.

Moving forward to experimental group in paired test, the researcher also tested the result of pre-test and post-test to find the growth. The experimental group has a progressive influence from pre-test to post-test, with a mean result for pre-test of approximately 53.17 and a mean result for post-test of about 66.40. This was backed by Sig. (2-tailed) presented in matched sample, $0.000 < 0.05$. The researcher considered that there was a meaningful difference. Furthermore, the impact size increased to 0.349, which had a strong effect but was smaller than that of the control group. However, the correlation had a substantial influence within .001 which the significance of correlation resulted less than .05. As a consequence, the experimental group had no tremendous but adequate progress to calculate but it was considered to have impacting connection.

As an outcome, we consolidated the data explanation and received the response on significant difference in passive voice mastery for students taught with role play and without role play which led to the approval of the null hypothesis. This was because the paired test as the last calculation drew small effect of experimental group compared to big effect of control group which led them not into the same level after experiment. Therefore, the researcher considered the continuity in applying role play toward other learning material should be a serious concern. The researcher better chose the conventional approach as predicted in the control group's scores after paired test.

4. CONCLUSION

The implementation of role play in teaching students passive voice actually was a gradual progress for students. The researcher found out the result and calculation of the experiment after conducting the test to the research subject. First, the researcher required to calculate the normality, homogeneity, independent sample t-test to find the both groups' progress in one calculation, and paired test to find each group's progress in each group's calculations to compare. Since the researcher conducted independent sample t-test to assess both groups and paired test to assess each group for his quasi-experimental research, there were two perspectives toward the tests' scores. According to Independent sample t-test, the test scores were based on the pre-test and post-test of both groups in one calculation. The pre-test score provided a lower score, otherwise, the post-test score got developed. This obviously brought the gradual effect size to see

how impactful the role play to students' passive voice mastery. Nevertheless, the paired test has shown the different perspectives. The results of each test in control group drew a better score in effect size but the results of each test in experiment group got otherwise. This situation concluded the research did not explain well any significant difference in passive voice mastery for students taught with role play and without role play.

In accordance with the experiment, the researcher reviewed the students' performance either to see how the students tried to understand and apply passive voice communicatively so the students could deal with the passive voice step by requiring role play to transfer information, formulating sentences, expressing ideas, negotiating meaning, and interacting with others in a simulated language environment. In contrary, the subjects in experimental group did not come up with the massive change but there was only an adequate progress with just result compared to excellent result of control group. Therefore, this did not conclude what researcher looked for.

Regarding the research question on how role play could get any significant difference in passive voice mastery, the researcher attached the result to prove how students improved in independent sample t-test only. Otherwise, paired test showed no significant difference comparing experimental group' result to control group's result which meant they were in the same level after experiment. The result did not answer the question that role play motivated students to learn passive voice properly and communicatively. On the one hand, the null hypothesis was decided to represent the data result because the researcher showed no significant difference between experiment group and control group in paired test although the independent sample t-test proved good effect size. To conclude, role play enabled learners to practice and apply passive voice in a purposeful way, promoting a deeper understanding and mastery of this grammatical structure but it did not lead them into progressive result compared to conventional approach like what teacher used to. Hereby, Role play was not suggested to be an approach to improve students' passive voice mastery but it might be a choice to apply so students could engage with new environment.

5. REFERENCES

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