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## TEACHING PASSIVE VOICE BY USING TASK-BASED LEARNING WITH INTEGRATED STEPS IN A PROCEDURAL FORM

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**Abstract:** Task-based learning is a teaching method that uses tasks to help students to understand the lesson materials. The students may gain the understanding by themselves or with the assistance of the handouts they explore or by the explanation given by the teacher. The task-based learning in this study is supported by a procedural form that assists the students as a reference when they are exploring the tasks. Through this procedural form, the students are hoped to acquire their understanding related of the process of changing active sentences into passive ones. Since the aim of the study is to find out the effectiveness of a teaching method, the approach that is conducted is the quantitative experimental method. This method of research is helped by document analysis, questionnaires, and interviews as its instrument. The study was held in a private university in Bandung and participated by 20 industrial engineering students with special requirements. The result of this study tells that the teaching method can help the students who participated to develop their understanding of the process of creating passive voices from their active ones by referring to the procedural form during their activity to solve the problems in the tasks.

**Keywords:** passive voice, procedural form, reference, task-based learning

### INTRODUCTION

People communicate by delivering sentences. The sentences that they deliver is both in active and passive. Active sentences dominantly cover the spoken language the people do. While passive sentences are rarely used when people have general conversation. Passive sentences are mostly used when someone is trying to explain a procedure (Abbuhl, 2011). On written language, most steps to explain a procedure usually are explained in passive sentences. Most passive sentences are also used when researchers express their idea on their scientific writing in articles (Archibald, 2001).

There are students who have difficulties to write passive sentences when they need to apply passive voices in their writing. The difficulties come as the result that they do not comprehend the rules that they need to create passive voices. This case happens because their lack of knowledge in English grammar (Widdowson, 1983). Students' grammar knowledge is very important since it is significantly related to students' skill in writing (Sawaki, 2016). By having good knowledge of grammar and many vocabularies students can write an English essay comfortably.

Passive sentences are one of the materials that are quite complicated to be understood if the students do not recognize the tenses of the active voices. To able to create passive voice, students need to have adequate knowledge about parts of speech in active voice tenses first. Without this knowledge, it is impossible for them to create passive voices based on their correct rules. Understanding parts of speech in active voice tenses can be learnt through grammar lesson. Learning grammar can help students to understand how to create simple and complex sentences. If students understand how to produce correct sentences, they not only can write, but they also understand the text in a reading material (Sawaki, 2016). Students in foreign language acquisition generally learn written language through grammar.

Grammar can be delivered deductively or inductively (Brown, Douglas, 1994). Experts consider that teaching grammar inductively is better than teaching it deductively as an inductive way can help the students comprehend the functions and the rules of the grammar naturally from the real situations that happen in a conversation or text. Teaching grammar deductively means that the teacher explains the functions and rules of the grammar separately from the real context. The teacher explains the functions and rules of the grammar only by the explanation. The explanation only covers of how the functions are applied and what rules the students must follow to apply the grammar correctly. The examples that involve the functions and the rules of grammar are given in sentences that are not parts of natural dialogue or a text.

In Indonesia, as one of the countries that applies English as foreign language acquisition, most junior and high schools, especially government schools, have a big number of students in each classroom. The big number of students in the classroom becomes one of the problems to help students to be able to understand English effectively (Nurilhuda, 1999). This case becomes worse if the approach and method to deliver the lesson are not suitable with the condition that both teacher and students deal with. Related to the grammar explanation in a big number of students in a classroom, the deductive way seems suitable and more effective than the inductive way. It can be assumed that deductive way tends to give uncomplicated steps of teaching. It only consists of a simple explanation, doing the tasks, and checking the tasks. This way does not need extra effort for the teacher to guide their students individually like the inductive way generally does. The inductive way tends to explain the lesson more complicated than the deductive way. In an inductive way, the teacher needs to present the grammar material through the natural context of the dialogues or text, so it needs extra effort for the teacher to explain as the students usually comprehend the grammar material in a long time and some of them are often needed to be guided individually to completely comprehend the material being presented.

The research has an aim to find out whether the deductive grammar which is considered to be more effective to help students understand the grammar material being explained can

give positive contribution if it is conducted to explain how to create passive sentence material.

The approach to explain passive sentence material in this case uses a task-based learning method which is supported by integrated passive voice procedural form, the teacher is hoped not to spend much time explaining the material to help the students comprehend it. The writer aims that this investigation will contribute to another way of teaching method. It is hoped that the teaching method resulting from this investigation becomes another useful reference for the teachers who want to deliver the lesson by using it based on their teaching necessity.

## **LITERATURE REVIEW**

The teacher needs to review the lesson program before he starts the learning process (Nation, I.S.P., & Macalister, 2010). The lesson program mostly consists of main learning achievements, several sub-learning achievements, lesson topics in every meeting, suggested materials for lesson topic, and ideas on how to deliver the materials (Anthony, 1963). Main learning achievement is defined as what the students must master after they have joined the lesson program (Matsumoto, 2012). It also becomes the reference of sub-learning achievement. Sub-learning achievements consist of several integrated knowledge or skills that the students must acquire to be able to master the knowledge or skills that have been stated in the main learning achievement. The achievement in each sub-learning is facilitated by a lesson topic or more. The lesson topic becomes reference for teachers to provide the theme of the learning that they will deliver. From the lesson topic, teachers can also decide the most suitable materials they can use to conduct an effective lesson (Ornstein, A & Collins, 1990). The teachers often pick the material to facilitate the learning based on the idea of the learning approach and teaching method they want to conduct. The teachers can also refer to the teaching materials to share the idea or innovations of their teaching ways (Moore, 2005).

When people learn a language, they learn sentences. Sentences in English are formed in tenses. When students learn English, they must understand tenses. To understand tenses, students must comprehend their functions and remember the rules related to them (Kimura, 2009). Most students consider that learning tenses are difficult and feel uncomfortable because they must deal with the rules that they must remember to create correct sentences in written or spoken (Gebhard, 2013). There are many teaching ways that teachers have designed in both deductive and inductive methods to help their students to understand the tenses easily. Unfortunately, the problem is still the same. Most students who come to the university still lack English skills (Diyata, 2021). The worse, students who study in the university and are in low-level of English background cannot do their effort optimally to develop their English skills because they tend to concentrate to do the hard work related to their other subject tasks given by their lecturer.

Sentences consist of active and passive voice. In English, there are rules that the students must remember to be able to turn active voice into passive voice. Logically, students must understand the tenses completely before they are able to follow the instruction of how to change a passive sentence into its passive. Most teachers usually introduce how to change an active sentence into its passive by using an approach that is not enough for students to easily understand it although they have already understood the tenses. The problem why this kind

of approach cannot facilitate students' complete understanding of how to create a passive voice from its original active sentence is because the teachers do not describe the steps that refer the students to change active sentences into their passive.

The steps are integrated. They show the students how to change active sentences into their passive step by step. By referring this integrated step, students can understand an integrated way to change an active sentence into its passive one. To be able to practice this integrated step, students not only have to understand the tenses, they also need to know how to use the correct verb be that they must use in a passive sentence. Besides that, students are certainly obliged to know the past participle of every verb in English since in passive voice the verb that is used is only in the past participle form.

Related to this idea, the writer then formulates an approach to how to teaching passive voice by using the procedural form. The procedural form is considered as the integrated steps used to support this method. The integrated step is considered as a reference that the students can refer. A reference is a guide to help students to remember rules or forms that must be applied to create a sentence after they have seen it many times (Gass, S. M., & Mackey, 2000). The integrated step consists of some steps that can be used as a guide for the students to change an active sentence into its passive. The steps are then formulated into a procedural form that students must remember if they need to write a passive voice. In English, there are forms that the students must remember to help them to be able to write the sentences correctly based on their functions and rules (Hawkins, 1999). The procedural form of how to change active voice into passive voice is written in students' mother language as the following one:

**Figure 1. Procedural form of how to change actives sentence into passive sentence**

STEP	WHAT TO DO	NOTE
1	Divide the active sentence into subject – predicate – object	
2	Use the object in active voice as the subject of the passive voice	
3	Write verb be. You must identify the tense of the active voice and the noun used in the subject of passive voice	If the tense is present and the noun is singular, then you must write 'is' as the used verb be. Remember: Present – is, am, are Past- was, were Perfect – been Future - be
4	Change the verb in active voice into past participle.	Example: Write – written
5	Write 'by' if necessary	You write by if the subject who does the activity in active voice is a name of the person of profession.
6	Use subject in active voice as the object of the passive voice	

Figure number 1 explains how to create passive voice (Frodesen, Jan & Eyring, 2000) shows the steps that guide the students to create passive sentences from their active ones based on each tense used in active sentences. Step number one orders the students to

recognize the subject, predicate, and object of the active sentence. In step number two, students are ordered to use the object of the active sentence as the subject of the passive sentence. Then, in step number three students must analyse the tense of the active sentence and the pronoun of the subject in the passive voice in order to decide the verb they must use for the passive voice. Step number four tells the students to change the verb in an active sentence into its past participle. Step number five tells students to use by if the person who does the activity in an active sentence is recognized. And the last one, step number six, students use the subject of the active voice as the object of the passive voice.

The procedural steps in figure number 1 are considered as the material supplement. This material supplement then becomes a handout for the students to refer in the learning process with a task-based learning approach done by the teacher. Task-based learning provides the opportunity for the students not only on language, but also on the learning process itself, and the students who join can use their personal experiences to get the optimal result from the learning process (Nunan, 1991). Since the process of learning in task-based learning dominantly provides some tasks to be accomplished by the students in order to acquire their own understanding of lesson topic (Van den Branden, K., Verhelst, M., & Gorp, 2007), the writer creates some tasks that lead the students to use the procedural steps to solve the problems in the tasks.

The learning process of this method is started by giving the students the handout with procedural steps on it and some active sentences that the students must change into passive sentences. After that, the teacher tells the students to finish the given tasks by referring to the handout with procedural steps on it. After the students have finished doing the given tasks, the teacher checks the correct answers of the tasks with the students. During this checking session, the teacher explains how to change the active sentences into passive sentences by referring the procedural step handout. In this checking and explaining session, the teacher gives a question-answer session in order to help the students acquire detailed knowledge about the topic of the lesson that they are learning. When the checking and explaining session has been over, the teacher gives another task related to changing active into passive sentences. Finally, the teacher does another checking and explaining session to discuss the second task. This activity becomes the last activity of the teaching method.

## **METHOD**

Since the study has the intention to find out the result related to students' understanding development and the reasons behind it, this research applied the experimental method. Since it needs to find out students' development through the teaching method that is applied, it deals with some numbers related to students' test scores. The numbers then are analysed through the quantitative approach.

The location of the study is a private university in Bandung. The participants who joined this study are 20 students. They were selected from 139 students from 4 classes. The students who joined the study are industrial engineering students. The students chosen were based on the result of the test of tenses they acquired. To join this study, the students need to get 70 out of 100 as their lowest score on the tense test. The reason that they need 70 as the lowest score is because it is believed that the students need to have a good basic

understanding of tense knowledge before they are able to create a passive voice that is altered from a certain active voice tense.

After the students joined the tense test, they were asked to join the passive voice test. This test was held with the aim to decide whether the students are able or not to change the sentences from active to passive. The students who were chosen were those who got a score below 40 of 100 to join this study. It was considered that students who got below 40 in the passive voice test can be the participants of this study. The writer has the opinion because the aim of the teaching method which needs to prove whether the students can get benefits related to acquiring better knowledge of changing active into passive voice only can be facilitated by the students who still do not understand to change active into passive voice.

To get the needed data that answers the questions of the study, this research used document analysing, questionnaires, interviews, and observations as the information collection instruments. Document analysing is the instrument that analysed by the writer to know students' practice scores. The scores will help the writer to conclude whether the method contributes to students' better knowledge related to passive voice. Questionnaires are given to the participants to find out students' opinions related to the delivered teaching method. The contents of the questionnaires are about students' feelings about the teaching method and other elements that are thought to be the good or bad factors related to the approach of the method. The interview was held to find out students' opinions related to the learning process and to know the students' reason if they like or do not like the teaching method. The interviews are done formally and informally. The observation instrument gives the writer's opinion about the teaching method during its application. The writer's opinion through observation can be used to crosscheck students' opinions and statements on the questionnaires so that the writer can conclude well to find out about the teaching method's advantages or disadvantages.

To get all the data needed, the writer will conduct the learning process four times. The first meeting will discuss how to create a simple present passive voice, the second is about past tense passive voice, the third one is about present perfect passive voice and the last one is about passive voice in progressive sentences. The learning process in every meeting is always the same. It is started with doing the task, then the task is discussed. After the discussion, students do another task. After the task has been finished, the teacher and the students discuss the task as the final activity. The length of time of this study is two weeks. There will be two meetings each week.

## **FINDINGS AND DISCUSSIONS**

The writer held the study four times. In the first meeting, the teacher discussed simple present tense passive voice. The teacher started it by giving each student a procedural form that has integrated steps in creating a passive voice on it. The procedural form has integrated steps that guide the students to create passive sentences. The followings are the description of each step that becomes a reference for the students from the beginning to the last:

**Table 1. The step explanation on procedural form**

Step	What should do	Note
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*Diyata, F. Teaching Passive Voice by Using Task-Based Learning with Integrated Steps in A Procedural Form*

1	Recognize the subject, predicate, and object of the active sentence.	-
2	Use the object of the active voice as the subject of the passive voice.	-
3	Write verb to be	The verb be must be based on the tense and the pronoun of the subject. Present : is, am, are Past : was, were Perfect : been Future & Modals : be
4	Change the verb in active voice into past participle	If the tense is perfect, you don't need to change it since it has already been past participle.
5	Write 'by'	The word by is used when we think it is necessary to be used since the subject of the passive voice is the name of a person or we think it is important for the reader to know the person or the noun who does the activity.
6	Use the subject of the active voice as the object of the passive voice.	-
Negative Passive Voice		
<ul style="list-style-type: none"> <li>• For passive voice with the present or past verb be, we only put not after the verb be. Example: is not, are not, was not, were not</li> <li>• For passive voice with helping verb, like perfect tense, future tense and modals, we put not after the helping verb or modals. Example: have not, has not, will not</li> </ul>		
Interrogative Passive Voice		
<ul style="list-style-type: none"> <li>• For interrogative passive voice with the verb be, we move the verb be in the front of the sentence. Example: <u>Are</u> the books written by John?</li> <li>• For interrogative passive voice with a helping verb, we use the helping verb in front of the sentence. Example: <u>Has</u> the word been done yet?</li> </ul>		

The procedural form was given only in the first meeting. It must be picked by students in every meeting because they need to refer to it when they do the tasks given by the teacher.

After the procedural form was given to each student, the teacher explained what they must do with it. The teacher told the students to write passive voice by following the integrated steps on the procedural form. Then, the teacher gave each student task with active sentences that they had to change into passive sentences.

In the first meeting, the students had to change the simple present tense active voice into its passive. After finishing the first task, the teacher gave the students the correct answer to the tasks to be referred to. Then, he told the students to count their scores. The teacher put students' scores on the table. He did it with the aim to collect the data for his document

analysing in this study. After acquiring the scores, the teacher discussed how to solve the problem in the task.

In the discussion, the teacher explained how to use the procedural form. He did the explanation by writing an active sentence in the form of simple present tense and he changed the sentence into its passive by referring to the integrated steps provided by the procedural form. He explained it by giving examples from the positive, negative, and interrogative sentences.

After the explanation, the teacher opened the opportunity for the students to ask questions in case they still did not understand the material given. Some students made use of the opportunity to ask questions. Most of the questions were related to the verb being used in passive voice. After the question-answer session was over, the teacher gave another task. The task was similar to the first one and asked the students to do it by referring to the procedural form. After the students did the task, the teacher did the same activities as the previous one, he showed the correct answers, asked the students to check by themselves, collected the scores in his list, and finally discussed the task as the final activity.

The steps of teaching done by the teacher were similar for the second, third, and fourth meetings. In the second meeting, the teacher delivered how to change active sentences into passive ones in the form of past tense. The third meeting was about present perfect passive voice and the fourth was about passive voice in progressive tenses.

The activities in all meetings are not different, but in the last meeting, there is an additional activity that the teacher gave. In this activity, the teacher asked the students to do the tasks without referring to the procedural form. After all the meetings had been finished, the teacher had the lists of scores. The lists of scores on table 1 shows students' test results after they joined the meeting.

In every meeting the students had done the task before they got the explanation about the material from the teacher. After the students had done the first test, the material was explained by the teacher. After the discussion of the material, the students did the test again with different test file from the first one. The tables show that the students gain better result in their second test which was held after the teacher's explanation about the material. The table also reveals that the students have good final test score related to passive voice material that they had studied in three meetings.

**Table 2. Students' test results after joining 3 meetings learning passive voice through the method**

Student	Simple present tense	Past tense passive	Present perfect passive	Final
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	passive voice		voice		voice		test
	Before being explained	After being explained	Before being explained	After being explained	Before being explained	After being explained	
1	70	75	70	95	40	65	95
2	65	60	65	70	55	80	75
3	60	60	60	90	65	100	70
4	85	90	85	95	75	80	100
5	75	80	75	95	80	100	95
6	60	75	60	85	75	100	65
7	75	90	75	100	70	85	60
8	65	80	65	80	50	85	75
9	80	75	80	80	60	90	100
10	75	75	75	95	55	95	65
11	65	70	65	85	55	80	65
12	60	85	60	85	45	75	75
13	50	60	50	80	40	75	70
14	75	95	75	95	80	100	100
15	55	85	55	85	70	90	100
16	60	85	60	85	40	80	100
17	55	70	55	70	40	75	60
18	75	80	75	80	65	95	75
19	75	80	75	90	75	100	70
20	80	95	80	100	90	100	95

The data that is acquired from the test scores help the writer to find out that the students can have better understanding of the passive sentence material. It can be analysed from the scores that the students gain in three meting they join and the final test score they get after they joined all the meetings. The data from the students score automatically conclude that the teaching method can help students to understand how to change active sentences into passive sentences. Deeper analysing the test score also reveals that the students who have a good score on tense tests could get a better score than those who got the lower one. The writer then reviewed the questionnaires and interviewed those students who could get good results significantly and they revealed that their background of English and the experiences during they did the tasks had helped them to comprehend the process of changing active sentences into passive ones(Nunan, 1991). Besides that, they also considered that the handout that has steps that guide them on how to create passive voices and the tasks that they had to deal with had helped them in a great deal to understand how to change active to passive voices (Van den Branden, K., Verhelst, M., & Gorp, 2007). The data from the questionnaires and interviews also revealed that the students finally could remember the steps of changing active sentences into their passive sentences after they have referred to the procedural form many times (Gass, S. M., & Mackey, 2000). By referring to and studying it many times, the students told the writer that they finally understood how to create passive voices without referring to the steps in procedural form again.

From the observation instrument, the writer found that most students had difficulty deciding the verb be that must be used in passive voice based on its tense. This difficulty came because of their lack of understanding of the verb be which must be related to the used tense and pronouns of the subject in passive voice (Hawkins, 1999). The writer also observed

that the use of procedural form could significantly help the students to comprehend how to create passive voices from their active ones because the procedural form became a reference that eased the students to be able to do the tasks by themselves which finally led them to gain a better understanding of creating passive sentences (Ornstein, A & Collins, 1990).

The complete data that is acquired from the study shows that the teaching method can help the students to understand passive voice material. Having good knowledge of tenses will be good advantage for the students to understand passive sentence material effectively. From the way how the method is applied, the writer consider that the teaching method can also be applied to deliver other materials of English subject as long as the material can be effectively explained by the using of steps to help students to understand it.

## CONCLUSION

From its research question and aim the study has intentions to find out whether the teaching method can help the students to understand passive voice material through its process of learning and the supporting factors behind it. From the findings that the writer has acquired, it can be concluded that the teaching model can help the students to comprehend how to change active sentences into passive sentences. This comprehension is supported by a procedural form that has integrated steps to create passive sentences from their active sentence. The integrated steps give significant support for the students to effectively understand the process of creating a passive voice. The finding also reveals that the comprehension of the passive sentence material can effectively be gained if the students have better understanding of tense knowledge. This study also shows how the method can save time effectively in teacher's presentation stage since the preliminary task and the task after the teacher's explanation help the students to get better understanding related to the material they are learning. Since this research only shows the findings on how the teaching method contributes to student's achievement of understanding the passive material, it cannot be automatically applied to other English teaching materials. To find out its effectiveness of application on other English materials, the researchers can conduct some researches by applying this method of teaching on other grammar English materials. By doing so, it is hoped that the effectiveness of this teaching method can be fully concluded as an effective way of teaching or not for other English materials.

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