THE IMPLEMENTATION OF PBX (PASSIVE BOX) IN

TEACHING PASSIVE VOICE

(True-Experimental Study of Eleventh Grade Students of SMA N 1 Kudus in the

Academic Year 2016/2017)

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

Vikit Fadila Rohmah

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ENGLISH DEPARTMENT
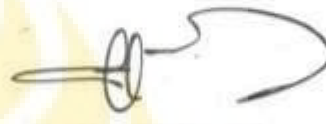# FACULTY OF LANGUAGES AND ARTS
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APPROVAL

This final project was approved by Board of Examiners of the English Department of Faculty of Languages and Arts Semarang State University on 23 May 2017

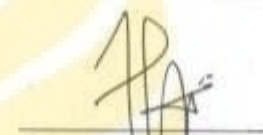**Board of Examiners**

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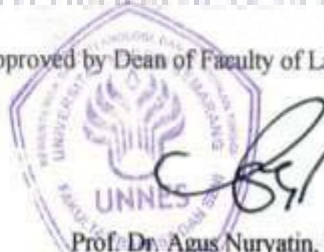   NIP 197402242005012001

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STATEMENT OF ORIGINALITY

I, Vikit Fadila Rohmah, hereby declare that this final project entitled *The Implementation of PBX (Passive Box) in Teaching Passive Voice (True-Experimental Study of Eleventh Grade Students of SMA N 1 Kudus in the Academic Year 2016/2017)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of higher education. Information derived from published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

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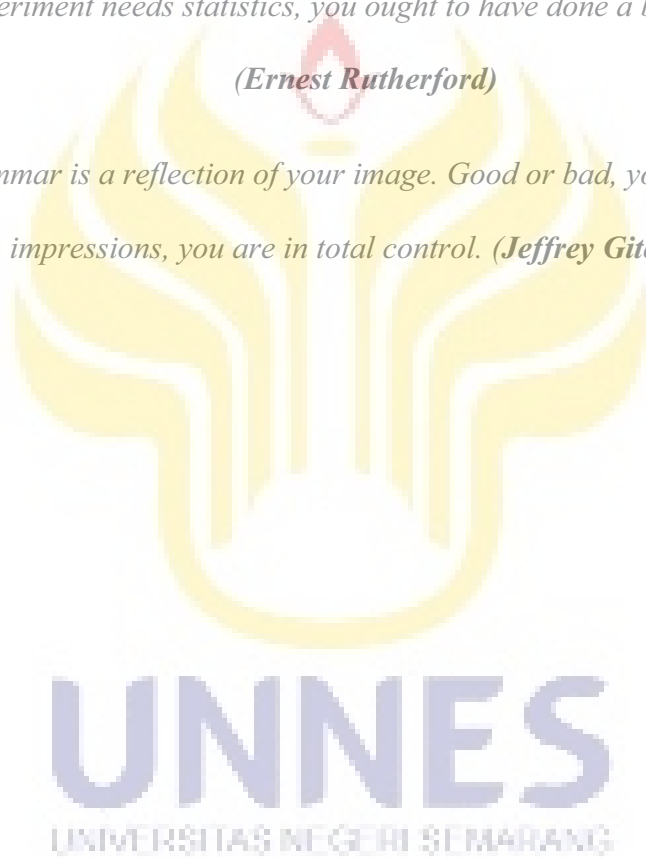
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MOTTO AND DEDICATION

The person who reads too much and uses his brain too little will fall into lazy

*habits of thinking. (**Albert Einstein**)*

*You can do anything, but not everything. (**David Allen**)*

If your experiment needs statistics, you ought to have done a better experiment.

*(**Ernest Rutherford**)*

Your grammar is a reflection of your image. Good or bad, you have made an

*impressions, you are in total control. (**Jeffrey Gitomer**)*

This final project is dedicated to:

1. *My beloved parents*

2. *My beloved brother and sister*

3. *All of my family*

4. *All of my friends who always support and are beside me*

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First of all, I would like to express my gratitude to the One, the Almighty, Allah SWT for His blessing and mercy given to me during my study and completing my final project entitled "THE IMPLEMENTATION OF PBX (PASSIVE BOX) IN TEACHING PASSIVE VOICE (*True-Experimental Study of Eleventh Grade Students of SMA N 1 Kudus in the Academic Year 2016/2017*)" as a partial requirement for getting the degree of Sarjana Pendidikan in English of Semarang State University (Unnes).

I also would like to express sincere gratitude to many people who had supported, guided, and advised in the process of completing this final project. They are:

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10. My parents, my brother and sister who always support and love me and pray for my success.

11. All of my friends at the English Department 2013 for the precious friendship and memories.

Finally, there is nothing perfect in this world, so that I realize that this final project also has many weaknesses. I also have a great expectation that this study will be beneficial and useful for anyone who is interested in learning more on the topic I presented in this study.

Semarang, May 2017

The writer

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ABSTRACT

Fadila Rohmah, Vikit. 2017. *The Implementation of PBX (Passive Box) in Teaching Passive Voice (True-Experimental Study of Eleventh Grade Students of SMA N 1 Kudus in the Academic Year 2016/2017)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Drs. L. Elyas Nugraha, M.A as Advisor I, and Intan Permata H, S.Pd., M.Pd as Advisor II.

Keywords: PBX (Passive Box), Passive Voice, Senior High School Students.

This final project is based on study which attempted to find out the influence of implementation of PBX (Passive Box) in teaching passive voice. Here, I decided to introduce PBX (Passive Box) as an additional medium to help students in mastering passive voice. The study was conducted to find out the significant difference between the group who learned using PBX (Passive Box) and who learned without using PBX (Passive Box).

According to the English teacher of SMAN 1 Kudus especially who teaches the eleventh graders, learning passive voice becomes hard for students when they need to transform the active into passive voice because they are stuck in the formula of passive voice in different tenses. Furthermore, I choose PBX (Passive Box) because in PBX the formula of passive voice from all tenses is summarized in a table, so that students can memorize the formula in a simple way.

Based on the problem faced by the students, I designed true-experimental study using post-test only control group design in implementing PBX (Passive Box) in teaching passive voice. The population of this study was the eleventh graders of SMA N 1 Kudus. The sample of the study was chosen by using purposive sample technique; XI Science 5 as the experimental group and XI Science 3 as the control group. The numbers of the students in control group were 36 and in experimental group were 37. The experimental group was asked to learn passive voice using video and PBX (Passive Box), and the control group was asked to learn passive voice without using PBX (Passive Box) and using only video. The achievement result of implementing PBX in learning passive voice can be seen from the mean score of experimental group (86.06) which is higher then the mean score of the control group (80.14). To check the significant difference of the score, I input the whole score in SPSS to find the equality of variances in Levene's Test and the equality of means in t-test. From the SPSS, I found that sig. in Levene's test was 0.232 which was less than alpha 0.05 meant that the equality of variances are same. Then I moved to t-test and found that sig (2-tailed) in t-test was 0.002 in equal variances assumed and 0.003 in equal variances not assumed. Both of the sig. (2-tailed) were less than alpha 0.05 which was meant that the difference between two variables in experimental and control group were significant. Therefore, PBX (Passive Box) can be used as an additional medium in learning passive voice for Senior High School students.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, limitation of the study, definition and key terms, and outline of the study.

1.1 Background of the Study

Grammar is one of the language components that is important to be taught to the students if they want to communicate in English well. Having knowledge of grammar, they can arrange sentences correctly so that people can understand what they mean. In other words, their sentences should be grammatically correct. The main purpose of teaching English grammar is to provide the students with the basic knowledge of constructing group of words that can be identified into subject and predicate and it has a complete meaning.

The passive voice is an important grammatical structure that appears in every form of written and spoken English. Knowledge of this construction is vital for reading and writing English in everyday life.

According to Hornby (2010: 1663), voice is the form of a verb that shows whether the subject of a sentence performs the action (*the active voice*) or is affected by it (*the passive voice*). If the subject of a sentence performs the action of the verb, the verb is said to be in the "active voice"; for example: I stopped, I bathed. On the

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other hand, if the subject is acted upon by the verb, the verb is said to be in the "passive voice." There are two ways of casting a verb in the passive in English so as to cause the subject to be acted upon its verb: The first and foremost way is using a form of the verb to be and the "past participle" of the lexical verb: the window was broken (Palmer, 1980:190).

In this study, the passive voice formula is summarized in a table. A table means arranging data in rows and columns. Tables can be used to summarize experiments, describe the inclusion criteria, give background information, and present results (Durbin, 2004:1235). Choosing table as the media to convert passive formula into passive box is one way to make students easier in understanding passive form.

There are many students who still have difficulties in learning the passive voice. As said by Parrot (2004:294), "Learner may fail to recognize a passive construction, thinking that the subject of a sentence is the agent when it is not, auxiliary verb (e.g. *was*), and distinguishing the past tense form and the past participle are the same e.g. *attacked* (but not bit/bitten)."

According to the English teacher of eleventh graders at the SMA N 1 Kudus, I found the problems faced by the students in learning passive voice, those are: first, they found it difficult to identify the form of passive voice; second, they found it difficult to find the form of verbs; and they found it difficult to change active voice into passive. Passive voice in English has *be + past participle* (regular and irregular verbs), while their first language does not have such rules.

Those problems above also happen in SMA N 1 Kudus students especially in Grade XI. Moreover, I choose using Passive Box in teaching passive voice in order to make the students easier in applying the formula of passive voice while changing active voice into passive or passive voice into active. Thus, I intend to implement the PBX (passive box) in teaching passive voice.

1.2 Reasons for Choosing the Topic

According to the background above, the reasons for choosing the topic of using PBX (Passive Box) in teaching passive voice is able to make students easier in understanding passive voice. The formula of passive voice which is already extended but summarized on passive box making the students are able to find the formula easily, to match it with the sentence that they want to change the form, from active into passive or passive into active. The other reason is students are used to getting difficulty in memorizing the formula of passive voice in all tenses, so that teacher needs to find a stuff that can make the students using their logic in memorizing it, so they will remember the formula ever after, just like this PBX (Passive Box). Furthermore, this PBX (Passive Box) summarizes 16 passive voice formula into three columns and four rows according to the basic form of passive voice (be + V3).

1.3 Research Questions

The problems discussed in this study are:

(1) How is the passive voice mastery of SMA N 1 Kudus students?

(2) How is the implementation of PBX (Passive Box) in teaching passive voice at the eleventh grade students of SMA N 1 Kudus in the academic year 2016/2017?

(3) How is the students' score of passive voice material reacting to the implementation of PBX (Passive Box)?

1.4 Objectives of the Study

Based on the research questions, the objectives of the study can be stated as follows:

(1) to describe the passive voice mastery of SMA N 1 Kudus students.

(2) to describe the implementation of PBX (Passive Box) in teaching passive voice at the eleventh grade students of SMA N 1 Kudus in the academic year 2016/2017.

(3) to describe the students' score of passive voice material reacting to the implementation of PBX (Passive Box).

1.5 Significance of the Study

The results of the study are expected to give some benefits related to pedagogical, practical, and theoretical significance. Pedagogically, it is hoped that this study helps the students enjoy their English grammar classes especially on passive voice. By using PBX can motivate students to learn English grammar easily.

Practically, the result of this research is expected to give the following advantages:

(1) For the teachers

The result of this study is expected to give a brief overview to the teachers on the importance of varying teaching media related to teaching passive voice in order to make students enjoyable on understanding the material given.

(2) For the students

PBX as one of the media in teaching passive voice can motivate students to learn more because they understand the learning material easily by the media provided. As a consequence, the students will get better achievement.

(3) For the writer

This study is an output of the knowledge gotten by the writer in the college. It is one of the outputs that may be used to face the education problem that is related to teach passive voice.

Then theoretically, I hope that this study to be one of the guidance for me to build an effective teaching learning process, especially for grammar class.

1.6 Limitation of the Study

I conducted the research for this study to the eleventh grade students of SMA N 1 Kudus in the academic year 2016/2017. In this research, I observed about the implementation PBX (Passive Box) as the medium in teaching passive voice.

1.7 Definition and Key Terms

I classify the terms used in this study as follows:

(1) Passive Voice

Passive voice is also called passive sentence. Celce et. al. (1999:347) state that the passive can be said to have a grammatical meaning rather a lexical one. It is a focus construction that exists to put the patient, i.e., the receiver or under doer of an action in subject position.

Thomson and Martinet (1986: 263) state 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 agent is not very often mentioned. When it is mentioned, it is preceded by the word by and placed at the end of the clause.

According to Azar (1992: 121) taken from Khoirina (2012), in the passive, the object of an active verb becomes the subject of the passive verb. For example:

Active: (a) Mary helped the boy.

                       S   V   O

Passive: (b) The boy is helped by Mary.

                        S   V

The boy in (a) becomes the subject of the passive verb in (b). (a) and (b) have the same meaning.

Azar adds, "Only transitive verbs (verbs that are followed by an object) are used in the passive. Intransitive verbs such as happen, come, sleep, etc. are not possible used in passive form."

(2) Display Media

According to Kemp and Daylon (1985:37), display media are designed for used by an instructor as information, which is presented in front of small class or audience. This category includes c   board, flip chart, cloth board and also bulletin board and exhibits.

(3) Table-chart

Hornby (2010: 1517) defines table as "A list of facts or numbers arranged in a special order, usually in rows and columns". Meanwhile, Hornby (2010: 236) states that chart is "A page or sheet of information in the form of diagrams, lists of figures, etc." In short, Table-Chart can be defined as a sheet presenting information in the form of graph or table.

As visual medium, table-chart can be used in teaching and learning process that helps the students to understand the material by giving table to the students which is like the real object or situation to represent form of passive voice.

(4) Passive Box (PBX)

Passive Box applies the principle which is used in table chart which is contained data in columns and rows to present information in the form of table. In the passive box, the formula of passive voice from all the tenses summarized in one table.

1.8 Outline of the Study

This study is divided in to 5 chapters that can be presented as follows: Chapter I (Introduction) consists of background of the study, reasons for choosing the topic,

research questions, objectives of the study, significance of the study, limitation of the study, definition and key terms, and outline of the study. Chapter II (Review of Related Literature) consists of review of the previous studies, theoretical review, and theoretical framework. Chapter III (Methods of Investigation) consists of research design, object of the study, population and sample, research variables and hypothesis, type of data, instrument for collecting the data, method of collecting the data, and methods of analyzing the data. Chapter IV (Research Results and Discussion) provides the research result and discussion of this study including general description, detail results and discussions. The last chapter is chapter V that consists of conclusions and suggestions. In this research report also I give the title, statement of originality, acknowledgements, abstract, table of contents, and table of figures, appendices, and bibliography.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into (1) previous studies, (2) theoretical review including; teaching at senior high school, general concept of PBX (Passive Box), advantages and disadvantages of PBX (Passive Box), PBX in teaching passive voice, general concept of passive voice, the function of passive voice, and experimental method, and (3) theoretical framework.

2.1 Review of the Previous Studies

There are some studies that have been conducted by some students as final projects related to this research. Some of them used published texts as data of their research and the others used texts which were made by other English students as the data.

Arifin (2011) conducted a research about using quiz team technique in teaching passive voice entitled "The Use of Quiz Team Technique to Improve Students' Understanding on Passive Voice (A Classroom Action Research at Eleventh Grade of MA Matholi'ul Huda Bugel Kedung Jepara in the Academic Year of 2010/2011)." His research explained about how to use quiz team technique to improve students' understanding on passive voice. He concluded that teaching passive voice used quiz team technique in Senior High School improved students' understanding on passive voice. The quiz team technique applied in passive voice could be improved. It can be seen by the significant difference from the first meeting until the end of meeting. Arifin's research has similarity with my research in case of using medium in teaching passive voice at the eleventh grade even though

he used a technique (quiz team technique) to improve students' understanding about passive voice, but in my research, I use PBX (passive box) in teaching passive voice.

Khoirina (2012) conducted a research about the influence of grammar-quizzes.com in teaching and learning on students' passive voice mastery in written news item text entitled "The Influence of Grammar-Quizzes.com as a Medium of Teaching and Learning on Students' Passive Voice Mastery in Written News Item Text (True-Experimental Study at the Tenth Grade Students of SMA Negeri 1 Pekalongan in the Academic Year of 2011-2012)". She explained about a learning medium that may be able to be used by students to master passive voice competence that is using the website called Grammar-Quizzes.com. The research was conducted using experimental design. There are two purposes of this final project like to find out the significant achievement of passive voice mastery between students who learn passive voice in written news item text by using Grammar-Quizzes.com and those who learn using worksheet. The result of this study showed that the differences between the experimental group and control group were significant. Khoirina's research has a relationship with my research because her research wanted to show how to make students having more understanding about passive voice through a medium. The difference is the medium used; Khoirina uses Grammar-Quizzes.com website and I use (PBX – Passive Voice Box).

Farichah (2011) conducted an experimental study about using medium in teaching Simple Future Tense entitled "The Effectiveness of Using Table Charts as a Medium in Teaching Simple Future Tense (An Experimental Research with the

Eighth Graders of MTs. AL-Asror Semarang in the Academic Year of 2010/2011)".
The medium used in this experimental research is called *Table-Chart*. Farichah's
research has a relationship with my research because her research used *Table-Chart*
as the medium to teach Simple Future Tense whereas in my research I use PBX in
teaching Passive Voice. The concept of how to use PBX in teaching passive voice
is the same with the concept of how to use table-chart in teaching simple future
tense.

According to those previous studies, all of the researchers use their own
creativity in teaching passive voice or grammar to make the students understand the
material easily whether it uses technique, tool or media. Using one of those stuffs
is able to make students enjoy the teaching learning process and understand the
material well and easily.

2.2 Theoretical Review

Review of theoretical study consists of some references and theories which support
my study including teaching grammar, passive voice concept, table-column and
PBX.

2.2.1 Teaching Grammar

Grammar is one of the important components in learning English for students at
school. The theories and methods of language teaching has developed various
techniques of teaching English. The accuracy in the selection of teaching techniques
will support the success of language learning.

The reality in the classroom shows that there are many English language
learners who have difficulty in mastering grammar. The difficulty is related to the

ability to identify and remember English sentence pattern. The sentence patterns which are different from their mother tongue causes learners often make mistakes because of forgetting the arrangement of sentence patterns. When learners face grammar test form for example incomplete sentence form, they find difficulty to identify what the missing elements of the sentence and how to complete them. Thus, it can be said that the techniques of teaching English grammar which have been used is not effective.

Based on my personal experience and the reality at schools in my region, there are many English teachers who use lecturing technique when teaching grammar material. In lecturing, he/she explains the pattern of the sentence and writes it on the board. While the students are just sitting quietly and listening to the teacher's explanation. Then, the teacher gives an example of each sentence pattern and provides tasks. One of the weaknesses of this technique is it cannot optimize learners' memory. Only 50% of the material will be absorbed and remembered by the learners whose learning process involving hearing and vision alone (Idawati, 2007:3). Another drawback is the passive learners and less learning experience that can be built in memory.

The problems that I found in the classroom is students cannot identify a certain sentence pattern. This is supported by the results of the low grade of daily tests for grammar material. In addition, a low student motivation often becomes the second problem in teaching and learning activities in the classroom. The problem that arises is how the implementation of PBX in teaching grammar will arise the students' understanding of passive voice.

2.2.2 Passive Voice Concept

The passive allows the thing or person that receives the action of the verb to occupy the subject position. The subject is acted upon and is thus "passive" (Celce et. al., 1999:347). Passive voice concept consists of the definition of passive voice and passive voice construction in sentences.

2.2.2.1 The Definition of Passive Voice

Passive voice is also called passive sentence. Celce et.al (1999:347) state that the passive can be said to have a grammatical meaning rather a lexical one. It is a focus construction that exists to put the patient, i.e., the receiver or under goer of an action in subject position.

Thomson and Martinet (1986: 263) state 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 agent is not very often mentioned. When it is mentioned, it is preceded by the word **by** and placed at the end of the clause.

According to Azar (1989: 120), in the passive, the object of an active verb becomes the subject of the passive verb. For example:

Active: (a) <u>Mary</u> <u>helped</u> <u>the boy.</u>

S   V   O

Passive: (b) <u>The boy</u> <u>is helped</u> by Mary.

S   V

The boy in (a) becomes the subject of the passive verb in (b). (a) and (b) have the same meaning.

Azar (1989:120) adds, "Only transitive verbs (verbs that are followed by an object) are used in the passive. Intransitive verbs such as happen, come, sleep, etc. are not possible used in passive form."

2.2.2.2 Passive Voice Construction in Sentences

The key form of the passive voice is **be** + *past participle.* Here are the complete forms of passive in various tenses and modal as stated in Lestari (2007: 11):

Table 2.1 Passive Voice Construction

No.	Tenses	Auxiliary	To be	Being	PP
1.	Simple Present	-	am/is/are	-	V3
2.	Present Continuous	-	am/is/are	being	V3
3.	Present Perfect	have/has	been	-	V3
4.	Simple Past	-	was/were	-	V3
5.	Past Continuous	-	was/were	being	V3
6.	Past Perfect	Had	been	-	V3
7.	Simple Future	Will	be	-	V3
8.	Future Perfect	will have	been	-	V3
9.	Modals	can/could	be	-	V3
		shall/should	be	-	V3
		may/might	be	-	V3
		must/had to	be	-	V3

Table 2.2 Examples of Passive Voice Construction in Sentence

Tense	Active	Passive
Simple Present	Mary **helps** John	John **is helped** by Mary
Present Cont.	Mary **is helping** John	John **is being helped** by Mary
Present Perfect	Mary **has helped** John	John **has been helped** by Mary
Simple Past	Mary **helped** John	John **was helped** by Mary
Past Cont.	Mary **was helping** John	John **was being helped** by Mary
Past Perfect	Mary **had helped** John	John **had been helped** by Mary
Simple Future	Mary **will help** John	John **will be helped** by Mary
Be going to	Mary **is going to help** John	John **is going to be helped** by Mary
Future Perfect	Mary **will have helped** John	John **will have been helped** by Mary
Modals	Mary **can help** John	John **can be helped** by Mary

(Azar, 1989: 120)

2.2.3 Table-chart

Hornby (2010: 1517) stated that table is defined as list of facts or numbers arranged in a special order, usually in rows and columns. Meanwhile, Hornby (2010: 236) defines that chart is a page or sheet of information in the form of diagrams, lists of figures, etc. In short, *table-chart* can be defined as a sheet presenting information in the form of graph or table.

According to Arsyad (2003:23), as visual medium, *table-chart* can be used in teaching and learning process that helps the students to understand the material by giving table to the students which is like the real object or situation to represent form of Passive Voice. *Table-chart* also has characteristics that can be seen as follows:

(1) It is more understandable than just explaining in complicated and confused sentences.

(2) The information that on the *table-chart* is retained without a lot of accuracy for over months.

(3) It can allow us to explain formula or concept in a simple way.

Moreover, we can use *table-chart* in summarizing passive voice formula for all tenses.

2.2.4 PBX (Passive Box)

According to Riyanto (2015), passive box can be used as media to help students memorize the formula of passive voice and facilitate them in changing active into passive voice sentence. The requirements and the passive box can be seen as follows.

Requirements:

* The sentence has S P O structure

* Change S becomes O, and O becomes S

* Add 'by' before the O

* Enter the *passive voice formula (be+v3)* into the predicator

Passive Box:

Be + Past Participle

	Present	**Past**
Simple	is/am/are + V3	was/were + past participle
Future	will be + V3	would be + past participle
Perfect	has/have been + V3	had been + past participle
Continuous	is/am/are being + V3	was/were being + past participle

Example:

(1) She goes to school → (cannot be changed)

     S   P   Av (of place)

(2) My mother writes a letter. → A letter is written by my mother.

           S   P   O

(3) Mirna will buy a book next Sunday. → A book will be bought by

                                          Mirna next Sunday.

(4) Santi has a beautiful night purse. → A beautiful night purse has

                                          been had by Santi.

(5) Ani has lost a key. → A key has been lost by Ani.

(6) Vivi wrote a novel. → A novel was written by Vivi.

(7) She is reading a book. → A book is being read by her.

2.3 Theoretical Framework

In this research, I use the concept of t*able-chart* as the visual medium according
Arsyad (2003:23). As for the passive voice, I use Azar's theory. I summarize all the
passive voice formula in a table, so the students are able to understand the passive
voice easily.

According to Saleh (2012: 128), the researcher uses true experimental study
especially *posttest only* where there are two groups, one group as the control group
and the other as the experimental group. The result of these two groups' test after
the treatment show how the implementation of PBX (Passive Voice) in teaching
passive voice.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter presents conclusions and suggestions. The conclusions are based on the results and discussion in chapter IV.

5.1 Conclusions

The research was conducted using true experimental design where the participants were chosen randomly. The purpose of this study is to find out the significant achievement of passive voice mastery between the students who learn passive voice using *PBX (Passive Box)* and those who learn passive voice without *PBX (Passive Box)*.

Based on the result of the observation at the eleventh grade students' of SMA N 1 Kudus and the data analysis in the previous chapter, the conclusions of the study can be drawn as follows:

(1) Some problems are faced by the students when converting an active sentence into passive are:

    a.   The different form of *be* in different tenses,

    b.   The difference of object and adverb,

    c.   The difference of present perfect and past tense.

(2) PBX (Passive Box) can improve students' understanding in learning passive voice. In fact, using PBX (Passive Box) could help the students in recognizing the different form of *be* in passive voice because the different of *be* form is

summarized in a table. The students also got easier when they had to change the verb because using PBX (Passive Box) taught the students that all of the verbs which are needed in passive voice after *be* is past participle (V3). The significant difference which concluded that PBX (Passive Box) really helps the students in learning passive voice can be seen from the post-test result.

The result of the study showed that after the treatment there is a significant difference of students' achievement in learning passive voice using *PBX (Passive Box)* and those who only taught using video. This was shown from the significant difference between the two means (experimental and control groups). Mean of the post-test of the experimental group was 86.08 while the control group got 80.14. It shows that there is a significant difference between the two means where mean of experimental group is higher than mean of control group. This difference which can be seen vividly seems inappropriate if only a judgment, so it needs to be tested using statistical analysis which in this study I used SPSS. In SPSS, I used *Independent Sample t-test*. *Levene's Test for Equality of Variances of Sig.* whether in *assumed* and *not assumed* was more than 0.05 which meant that the *equal variances assumed was fulfilled*. Because of the *Levene's Test* result showed that the assumption of two variances were same was fulfilled. Therefore, I moved on to **p-value (2-tailed)** which was 0.002 where it was less than 0.05 which meant that the difference between two variables are significant. It could be concluded that there is a significant difference between experimental and control groups. In

short, implementing *PBX (Passive Box)* in teaching passive voice gives more effective result than only using video.

(3) Teaching passive voice by implementing PBX (Passive Box) to the eleventh year students of SMA N 1 Kudus gives some contributions. The contributions of PBX (Passive Box) are as follows.

    a. PBX (Passive Box) guides the students with more attention and understanding in doing passive voice exercises.

    b. PBX (Passive Box) helps the students to memorize how to convert kind of tenses with different *be* form into passive voice.

    c. PBX (Passive Box) teaches the students how useful of using table in summarizing all of the passive voice formula.

5.2 Suggestions

Based on the conclusions of the result of the study, I recommend some suggestions to solve the problem faced by the students in learning passive voice as follows.
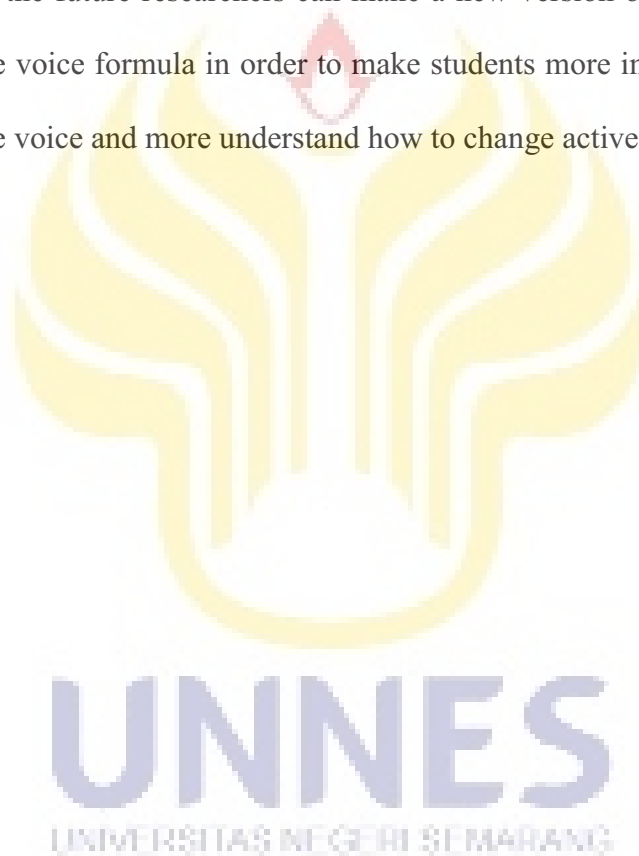
(1) For teachers

The teachers should use PBX (Passive Box) as additional media when they are teaching passive voice to the students in order that the students can memorize all of the *be* forms in different tenses easily and understand how to use it. Furthermore, in order to see the students' understanding of the material given, it is important to conduct a review session by the end of the teaching and learning activities. It will be good to revise the material or the way of teaching in the next meeting.

(2) For students

The students are hoped can really understand about passive voice after implementing PBX (Passive Box) in converting an active sentence into passive.

(3) For future researchers

I hope the future researchers can make a new version of how summarizing passive voice formula in order to make students more interested in learning passive voice and more understand how to change active into passive form.

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