CHAPTER I

INTRODUCTION

1.1 Research Background

English is essential to master, especially in this global era. Almost every aspect of human life uses English as a language to communicate. Thus, English is necessary to provide good communication. Especially students who have to learn it in school, they have to master the skills of English which are speaking, reading, writing, and listening. In addition, students also need to master pronunciation, grammar, and vocabulary (Ukhrowiyyah, 2021).

In supporting learning English in Indonesia as a foreign language, English has become a subject that have to be learned by students. It is a compulsory subject in the Indonesian curriculum. Today the curriculum in Indonesia uses the 2013 curriculum (K-13) and SMAN 10 Pontianak, the research site, also implements this curriculum (Sofiana, 2019). As a foreign language, English is undoubtedly tough for students to master. Students have to master the four skills of English that are related to one another.

The media used in the learning process also can attract students' attention. Many media can be used at school. Students and teachers can use them to support their learning and teaching process. Media can be formed physically and digitally. It must be suitable for the students' needs. However, at SMAN 10 Pontianak there were only a few media that available to support

students learn English. When the researcher did teaching practice at SMAN 10 Pontianak, students only used their phones as a medium to support their learning by seeing the material that was sent on their Learning Management System (LSM), and also the learning video from YouTube was displayed on the projector.

The use of the phone in the process of learning and teaching is a common thing during pandemic. However, the situation in the school is often characterized by the students misusing their phones to see other things that are not related to the learning and teaching process. Nevertheless, at the beginning of hybrid learning teachers could not use the projector because there was no projector available at the school. It was because SMAN 10 Pontianak was under renovation stage, so teaching and learning activities were done in SMAN 1 Pontianak. For the English subject itself, there is still a lack of media that is used for students to learn.

For English subject, media can be utilized in class to support the students in learning. Based on interview with some students from class XI IPS 1, they claimed that English is a difficult subject and make them bored because there is no media that can build their interest when learning, especially in a grammar lesson. Learning by using media is expected to create a pleasant atmosphere in the classroom (Nurjanah & Pratama, 2019). Even though grammar is seen as a difficult part of English, it is essential to master it because grammar is required for each skill in English.

In the eleventh grade of senior high school, one of the topic grammars that must be learned is passive and active voice. Even though passive and active voice is essential to master, many students still have difficulty learning it. They still cannot understand the passive and active voice. For example, in changing active voice to passive voice so many students still do not understand how to do it. Therefore, it becomes a problem for students to learn passive and active voice (Batubara & Mahardika, 2020).

The same problem also was faced by students in eleventh grade in SMAN 10 Pontianak. They still did not know how to change an active voice into a passive voice. Even after being given tasks several times, they still had errors in making passive voice. For the evidence, the researcher observed the result of students learning outcomes from the exercise of passive and active voice and found that the average score was below the standard which is 62.8. Moreover, they had difficulty remembering the formula of passive voice and were still confused in identifying the subject, object, to be, and verb. It made students more difficult in learning passive voice. Those problems made students think that learning passive and active voice was a struggle and made them less interested in learning it. Based on preliminary research, after the students knew the material to be studied was about passive and active voice, they immediately became less interested because they already assumed it was difficult to understand. Furthermore, there was still no learning medium to support students in learning passive and active voice.

In supporting students in learning passive and active voice, teachers can use media that can attract students' attention. Many kinds of media can be used for learning. A board game is one of them. Board Game is one engaging media that could be transformed into learning media that students can use. It can build a fun environment and make students enjoy learning. It can also make interaction with other students or teachers more active (Hasan et al., 2020). Even though it is still a conventional game, it has an interactive and effective system. Boardgame can build good communication between students and strengthens their bonds and communication skills (Christopher et al., 2021). Therefore, the researcher decided to design a board game as a medium for learning passive and active voice for the eleventh-grade students.

After seeing the problems that the eleventh-grade students faced at SMAN 10 Pontianak, the researcher was interested in creating a learning medium in the appearance of a board to assist the students learn passive and active voice more easily. As stated by Purwatiani (2020), Board game can be a medium that can support students in learning grammar and attract students' attention. Thus, students would be more enthusiastic about learning passive and active voice. PAV Board had been designed in a physical form of media that can be played by eleventh-grade students. Moreover, it can help students remember passive and active voice formulas and identify the subject, verb, to be, object, object pronoun, and preposition.

There are some previous studies related to this research. According to Purwatiani (2020), Grammar Board Game can be used as an alternate and acceptable medium for learning grammar, especially simple future tense. Furthermore, the research conducted by Ukhrowiyyah (2021) developed a medium inspired by a chessboard named Duel Chess Game. The medium has been successful in learning grammatical structure for the eleventh-grade students. The other research conducted by Wijaya and Sari (2016) also designed a board game named JFG (Jumanji for Grammar) as a medium for learning grammar for university students because there is still no media to help college students in learning tenses.

Based on those previous studies, there are no media specifically for helping the eleventh-grade students change active voice into passive voice. Therefore, the researcher decided to create a medium in the form of a board to support students and deepen their understanding of learning passive and active voice, especially in changing active voice into passive voice using development research design. Moreover, with the PAV Board Game students can also remember the formulas of both passive and active voice and learn to identify the subject, to be, verb 1, verb 2, verb 3, object, object pronoun, and preposition.

1.2 Research Questions

1.2.1   What were the students' needs in learning passive and active voice for the eleventh-grade students of SMAN 10 Pontianak?

1.2.2   How was the PAV board as a medium to learn passive and active voice for the eleventh-grade students of SMAN 10 Pontianak designed?

1.3 Research Purposes

1.3.1   To describe the students' needs in learning passive and active voice for the eleventh-grade students of SMAN 10 Pontianak.

1.3.2   To design the PAV board as a medium to learn passive and active voice for the eleventh-grade students of SMAN 10 Pontianak.

1.4 Research Significances

This study is potentially helpful and has significant contribution for:

1.4.1   Students

As a result of this research, the media can help students learn active and passive voice. They also have more understanding about changing active voice into passive voice.

1.4.2   Teachers

With this study, teachers may utilize PAV Board as a medium to give exercise for passive and active voice material. The additional teacher

can create a fun atmosphere by giving exercises or activities with playing PAV Board.

1.4.3   Other Researchers

This research can help other researchers to find references for conducting a similar study with a different objective discussion.

1.5 Scope of Research

This study has some limitations which are:

1.5.1   Designing PAV (Passive Active Voice) as a medium for learning passive and active voice for the eleventh-grade students.

1.5.2   The theme of the PAV board is about daily activity at school.

1.5.3   The evaluation of the medium was carried out by the English teacher of SMAN 10 Pontianak as an evaluator.

1.6 Research Terminologies

The researcher has listed the terms of this study as follows;

1.6.1   Design

Design is a plan to create something by describing the look, function, and how it is working.

1.6.2   Passive Voice

A passive voice sentence is one in which the subject receives the action.

1.6.3   Active Voice

An active voice sentence is one in which the subject takes the action.

1.6.4   PAV Board

PAV Board is a medium in the form of a board that is designed to help students in learning how to change active voice into passive voice.

1.6.5   A Research and Development Method

The research and Development method is one of the methods in education research. It is conducted to develop and validate new products the researcher has produced.