

TEACHING PASSIVE VOICE SENTENCES THROUGH COLLABORATIVE LEARNING

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ABSTRACT

The Objective of this research was conducted to answer the following questions (1) can passive voice sentences be taught through the Collaborative learning? and (2) are there any significant differences between pre- test and post – test? The method of this study was a Pre-Experimental Research which is aimed to try out the teaching passive voice through collaborative learning to grade one students of pre-secondary school Cristal in the School Year 2018. Based on the result of conducting research shows that there are some significance differences between before and after the implementation teaching passive voice sentences through collaborative learning. It can be seen at the mean score of pre-test is 4.3 which is difference with the mean score of post-test is 6.8. On the other hand, it can be seen in the calculation between the T -test is $11.2 \geq T$ table is 2.069 at the level of significant 0.5 with the degree of freedom is 26. It is decided to interpret that there are some significance differences between before and after the implementation of teaching English passive voice through Collaborative Learning Method and it is better to teach passive voice through collaborative learning is easier for the students to understand. Based on the classroom observation, the process of teaching and learning passive voice sentence through collaborative learning method was going smoothly and the most of the students were enthusiastic. This strategy of Collaborative Learning Method is not a challenge for the students but it is the enjoyable activities and the learning to help each other in the classroom. Lastly, collaborative learning can be used as an innovative method to teach the student how to working in group building knowledge, solving problems deepening understanding, and improving the skills especially passive voice learning.

Keywords: Passive Voice, Collaborative learning

INTRODUCTION

An entering the globalization new era or free trade of the e-commerce, it has been in the post-modern and everybody must be able to communicate English language skills effectively and efficiently with the others native and non-native speakers in order

to compete in all aspects of life. The competition does not only happen in abroad but it is also the development of the science and technology that occurs in our country of Timor-Leste.

As we know that the education has an important role to invest and produce the qualify human resource in order to develop this new country by improving the system of education so that to bring into line the standard of others countries. So, it is of course, we need to establish a good cooperation with the others regional and international affairs by English language skill in oral and written forms.

English language becomes a lingua franca where it is an instrument to communicate with the other foreign countries. In Timor – Leste, English is considered as a foreign language or working language that is now being taught in every school as a compulsory subject from Elementary school up to tertiary level based on the Constitution of Republic Democratic of Timor Leste in article 159.

As the writer has directly or indirectly observed that English language teaching is now using traditional method which means teacher teaches English but he/she always explains to the students with the Tetum as a instruction in the classroom. This manner of teaching method usually occurs in the classroom this is why, the learning objective could not achieve the expectation of the learning outcome. Because after the end of the English class, the students are unable to communicate each other with English.

If someone is able to listen, read, speak and write well, he/she would have sufficient knowledge of grammar especially, active and passive voice and vocabulary and also pronunciation as well. Using the language with the correct grammar is most important in communication. Therefore, grammar should be learnt through various innovative method and useful strategy for the English language skills teaching as a foreign language in order to be acquired by the foreign learners faster and easier.

There are many types of grammatical rules should be learnt by the EFL/ESL students in and out of the schools. One among of the topics of grammar is passive voice sentence which has never been heard from the pre-secondary and secondary level students' spoken and written forms. The Students of pre-secondary School could have used active and passive voice sentences fluently in expressing their thinking and feeling.

The presence of teachers in the classroom are considered as the organizers, managers and facilitators for the students in the class or as the mentors in order to instruct and guide the learners learn to practice during the process learning in the classroom.

So, based on the writer's point of view, every English teacher must find out some new method in order to facilitate in teaching English language grammar easier through collaborative learning method.

As **Wenger, (2006)** says that Collaborative Learning techniques are designed to increase the amount of comprehensible input as well as to encourage motivation and self – confidence through social interaction among non-native speaker peers. Encouraging a greater sense of community within the language classroom can only occur through increased interaction between students; learning communities need to engage in joint activities and discussions, help each other, and share information.

The collaborative action research is implemented to improve the traditional method that is being used by the local English language teacher become innovative method to facilitate the learning process so that the objective of the English language learning can be achieved the learning goal expected.

English language is taught as the foreign language to foreign learners in order to acquire the knowledge and skills of language itself. The result of conducting research has been determined the good method and useful strategy of the teaching English grammar of Active and Passive Voice.

The foreign language learners need to study the English grammar through the collaborative learning in order to be able to speak and write English of passive voice sentence correctly.

Based on the class observation, most of the Grade first Students of the Pre-secondary school Cristal could not use passive voice form in English language although it has been taught over and over again. The writer has had interview with the some students in the school, but many students felt difficult to transfer active sentence into passive sentences as the following example;

Question : Antonio is closing the door

Students' answer : The door is opened by Antonio

Correct answer : The door is being closed by Antonio

Regarding the statement above, the writer wants to find out an innovative method to teach passive voice sentence to the grade seven students of the Pre-secondary school Cristal in the school year 2018 through a study which is entitled; **“TEACHING PASSIVE VOICE SENTENCE THROUGH COLLABORATIVE LEARNING: (Pre-Experimental Research at the grade seven students of the Pre-secondary school Cristal in the school year 2018.)”**

The objectives of the study were achieved based on the statement of the problems which have aforementioned (1) to know the passive voice sentence could be taught through the Collaborative Learning or not (2) to find out there are some significant differences between pre-test and post-test.

THEORETICAL FRAMEWORK

In this part, the writer presents the definition of Active and passive voice sentences based local and foreign review of related literature studies.

Passive Voice

Azar, B. S (1998) stated that Passive Voice is the object of an active verb becomes the subject of the passive verb and the subject of the active verb becomes of the object of the passive verb with the HAVE/HAS adds Past Participle verb.

Forming the Passive of Past Tense

Active : Mary helped the boy.

Passive : The boy was helped by Mary.

Only transitive verbs are not possible to change into passive voice such as *happen, sleep, come, and seem* (intransitive verbs).

Example:

Active: An accident happened.

Passive: (none)

Simple Present Tense

Active: Mary helps John

Passive: John is helped by Mary

Present Progressive

Active: Mary is helping John

Passive: John is being helped by Mary

Present Perfect

Active: Mary has helped John

Passive: John has been helped by Mary

Past Progressive

Active: Mary was helping John

Passive: John was being helped by Mary

Past Perfect

Active: Mary had helped John

Passive: John had been helped by Mary

Future

Will

Active: Mary will help John

Passive: John will be helped by Mary

“Be going to”

Active: Mary is going to help John

Passive: John is going to be helped by Mary

Future Perfect

Active: Mary will have helped John

Passive: John will have been helped by Mary

The passive can be used without “*by* and *a phrase*” but it is not known or not important exactly who performs an action.

Example:

Rice is grown in Indian.

Our house was built in 1890

This olive oil was imported from Spain.

It means that “*by people, by the farmers, by someone*” are not known or not important to know exactly who grows rice in Indian.

Another Example:

Life on the Mississippi was written **by Mark Twain**.

The “*by phrase*” is included only if it is important to know who performs an action. **By Mark Twain** is important information to be known.

My aunt made this rug. **(Active)**

This rug was made by my aunt/my mother. **(Passive)**

My aunt and *my mother* are important to be known.

Thomson & Martinet (1983: 171) defined that *to be going to* is use to express the subject intention to perform a certain future action.

Affirmative form: S + be (am, is are) + going to + be + Past participle

Example:

Active voice: Anton is going to help Maria

Passive Voice: Maria is going to be helped by Anton

Negative form: S + be (am, is are) + not + going to + be + Past participle

Example:

Active voice: Anton is not going to help Maria

Passive Voice: Maria is not going to be helped by Anton

Interrogative form: S + be (am, is are) + not + going to + be + Past participle

Example:

Active voice: is Anton going to help Maria

Passive Voice: is Maria going to be helped by Anton

Collaborative Learning

Klingner et al., (2012); Johnson & Johnson, (1999) mentioned that Cooperative learning is an essential element of Collaborative Strategy Reading was developed to incorporate four foundational elements of cooperative learning:

1. **Positive interdependence;** means that each member of the CSR group is valued and necessary for the group to function effectively. This positive interdependence is at the heart of cooperative learning as students learn to “sink or swim” together.
2. **Promoting Interaction;** is promoted through CSR groups as strategies are implemented and teacher feedback is provided.
3. **Individual accountability:** CSR groups are individually accountable, produce their own work, and are required to participate in discussions.
4. **Social skills;** develop through interaction in CSR groups as students work together to learn. Teachers support this development through explicit instruction in sharing, listening attentively, giving feedback, and asking clarifying questions.

Cooperative learning in CSR classrooms is intentionally designed where the students are strategically placed in heterogeneous groups of mixed abilities. Each member of the group is assigned as a: Leader, Clunk Expert, Gist Expert, and Question Expert.

Klingner et al., (2012) suggested that the implementation of Collaborative Strategies Reading; the students are assigned very specific task, and each individual is responsible for his or her own learning and group Learning achievement. And Teaching reading comprehension are the essentially strategies which should be understood by

readers. In such as: before, during and after reading process the readers want to know what does it mean? Moreover, the researcher was categorized them to be three reading comprehension strategies. The *firstly*, before reading is categorizing into pre-reading comprehension strategies. The *secondly*, during reading is categorizing into while reading comprehension strategies and the *third*, after reading is categorizing into post-reading comprehension strategies.

Barkley, Patricia, and Major (2005) defined that collaborative learning (CL) by emphasizing the fact that to collaborate is to work with one another. In practice, collaborative learning has come to mean students working in pairs or small group to achieve shared learning goals. It is learning through group work rather than learning by working alone. There are other terms for this kind of activity, such as *cooperative learning*, *team learning*, *group learning*, or *peer-assisted learning* to refer to learning activities expressly designed for and carried out through pairs or small interactive groups.

And Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work. So, more specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry role.

Therefore, both Collaborative and Cooperative learning are commonly illustrated when a group of student work together to search for understanding, meaning, or solution or to create artefact or product of learning. Collaborative learning activities can include collaborative writing, group project, joint problem solving, debates, study teams and other activities. These collaborative approaches are very closely related to cooperative learning.

Palispis (2008) said that the words cooperation is that form of a social process in which two or more persons or group act jointly in the pursuit of a common objectives. It is not only the most common form of social relation, but it is also an essential and

indispensable requirement for the maintenance and continuance. The cooperation relation may achieve more of the desire goal than does the other party.

Wenger, (2006) also says that Collaborative Learning techniques are designed to increase the amount of comprehensible input as well as to encourage motivation and self – confidence through social interaction among non-native speaker peers. Encouraging a greater sense of community within the language classroom can only occur through increased interaction between students; learning communities need to engage in joint activities and discussions, help each other, and share information.

Murphey and Asaoka (2006) agree that the cooperative learning technique allow English as a foreign language (EFL) learners to actively participate in the language classroom, working together to achieve learning potentials not reachable by merely studying alone. More than just being a way of learning language vocabulary and forms for the future examination use, classroom activities allow learners to use their different understandings of how the world operates, leading to stronger personal ties between group members, more well-defined individual identities, and a greater sense of membership in the learning community.

Cooperative learning can help students feel less isolated as learners and form a more effective “classroom culture” in which collaboration towards a common emergent goal plays a significant role in their emotional and linguistic development as a legitimized member of asocial learning community.

Colorado, (2007) also said that cooperative learning has been proven to be effective for all types of students, including academically gifted, mainstream students, and English language learners (ELLs) because it promotes learning and fosters respect and friendships among diverse groups of students. In fact, the more diversity in a team, the higher the benefits for each student. Peers learn to depend on each other in a positive way for a variety of learning tasks.

There are five basic elements of collaborative/cooperative learning according to Bennett, Rolheiser-Bennett and Stevahn (1991).

- 1) Positive Interdependence

This is based on the famous line “All for one and one for all.” Therefore, every member of the group should help each other and be committed to accomplish a shared goal.

2) Individual Accountability

This is realized when every member of the group is held responsible for the success of the group.

3) Face – to – face Interaction

This is achieved when the group members are conveniently near each other as they discuss, perform experiments, or carry out projects that they have collaboratively agreed upon.

4) Social skills

These are interaction skills that enable groups of function effectively (e.g. taking turns, encouraging a member to say out his/her ideas, listening when somebody is talking, giving helps to those in need, checking understanding by asking probing questions during review exercises). This skill enhances communication, leadership, team-building, and shared decision-making.

5) Processing

When the students talk about what went on in the process as they evaluate their output, they are engaged in processing which is one of the basic elements of cooperative learning.

When done in groups, processing helps to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to learn.

Johnson et al. (1994) also enumerate the several steps of the task of restructuring lessons that students can work on them cooperatively are;

- 1) Task your existing lessons, curriculum and sources and structure them cooperatively.
- 2) Tailor cooperative learning lessons to your unique instructional needs, circumstances, curricula, subject areas and students.
- 3) Diagnose the problems some students may have in working together and intervene to increase learning groups' effectiveness.

METHOD

In this chapter, the writer discusses the methodology of research which consists of research design, subject of the study, data collection, location and time, research procedures, and techniques of data analysis.

This study is to know about the students' learning passive voice through collaborative learning. To conduct the research, the writer applied for Pre-Experimental Research with the QUANTITATIVE DESCRIPTIVE. The word "*Quantitative*" refers to the gathering data from the students' numerical scores based on the students' answer sheets and tabulated the scores of tests. While "*Descriptive*" is used to describe the significant differences through the mean of pre-test and post-test score that would indicate the correspondence method to the students' learning of English language grammar especially, passive voice sentences. The result of the study with the current condition in the field survey for the purpose of ascertaining what the normal or typical condition or practice.

According to *Whitmy, (2007:166)* descriptive method is a fact in a good interpretation based on the scientific observation and analyzing. Therefore, the writer uses this appropriate method to gain and collect the data in this research. Besides that, the writer also used the library research in order to find out some local and foreign references that relates the study of the topic of the English active and passive voice.

In this study was conducted at the grade seven students of the Pre-secondary school Cristal in Dili in the academic year 2018. The researcher selected one class students consists of 26 respondents.

The location of this study took a place at the grade seven students of the Pre-secondary school Cristal Dili in the academic year 2018.

The instrument that used to collect the data are test and non-test. The test that used to collect the data consists of 40 multiple choice tests items of Passive Voice sentences. This test item was administered to the the grade seven students of the Pre-secondary school Cristal Dili in the school year 2018. Non-test is required to the seven grade students of Pre-secondary school students' performance during the collaborative

learning in the classroom which consist of Classroom observation sheet and the process of Collaborative teaching and learning sheet which provided in the following tabulation;

Table 1 Presents the Collaborative Classroom Observation Sheet

No	Activity	Distribution		
		Excellent	Good	Fair
1	Pre-teaching		✓	
	a. Opening /greetings		✓	
	Q : “Good morning” A : “Morning sir”		✓	
	Asking Condition Q : “How are you today?” A : “I am fine		✓	
	Attendance Q : “listen to your name” A : “yeah teacher”	✓		
2	b. Introduction	✓		
	c. Motivation	✓		
	a. Explanation		✓	
	✓ Teaching English Passive Voice		✓	
	✓ Introducing Collaborative Learning Method		✓	
	✓ Quiz		✓	
	b. Practice			✓
	✓ Exercise-Students construct the passive voice sentences			✓
	✓ Making sentences verbally			✓
	Post-test teaching	✓		
3	a. Concluding	✓		
	✓ b. post test	✓		

Table 2 Presents the Process of Collaborative Teaching and Learning Sheet

No	Process	Distribution		
		Excellent	Good	Enough
1	Teacher prepares the material with Passive voice	✓		
2	Students work together	✓		
3	Teacher observes	✓		
4	Students pay attention teacher's Explanation		✓	
5	Teacher explains about the collaborative learning method		✓	
6	Teacher introduces collaborative learning method to students		✓	
7	Teacher gave chance to students work group collaboratively		✓	
8	The students are given chance to ask difficulties words		✓	
9	Students understand the teacher's Explanation			✓
10	Students practice to passive voice verbally			✓
11	Best Students are asked to manifest an example of passive voice verbally			✓
12	The students become active in the class			✓
13	Teacher corrects the students performance			✓
14	Students are brave to imitate	✓		
15	Students feel happy and enjoy with the lesson	✓		

The Research is the process of data collections from the sample of the study, the writer approaches to the grade seven students of the Pre-secondary school Cristal in Dili and observe the class while conducting the research.

The Collaborative learning lessons strategy are developed and used as treatment of the study. There are 5 stimulus lessons made in adherence to the principles of collaborative learning.

The following are done in order to realize the objectives of the study:

- 1) Getting research letter from the Dean while preparing the test item of pre-test and post- test.

- 2) A research letter is prepared and given by the dean of faculty to address the proper authorities for the official conducting research of the study in local school refers.
- 3) Selecting one class from among the grade seven students of the Pre-secondary school Cristal in Dili as the sample group of the study. A total of students is 26 who were chosen as the sample of the study after the observation. The class was chosen based on requested of the local school principle.
- 4) Administering the passive voice material test as the pre-test to the grade seven students of the Pre-secondary school Cristal in Dili during the English class. The test was given 60 minutes or the whole period to finish the 40-item tests.
- 5) Preparing the Passive voice teaching materials through Collaborative Learning lessons and the topics of passive voice was taught in the various types of collaborative learning lessons are drafted and shown in the table below;

Table 3 Presents the Collaborative Strategy on Teaching Passive Voice

Lesson Number	Active and Passive Voice	Collaborative Learning Strategy (CLS)
1	Simple Present Tense Present Continuous Tense	Positive Interdependence
2	Present perfect tense	Think-Pair-Share
3	Past Tense	Individual Accountability
4	Future Tense	Social Skills

- 6) The implementation Teaching passive voice by using the Collaborative Learning lessons and the students were taught passive voice for one week of using the collaborative learning techniques. Each lesson lasted for 60 minutes conducted either twice or three times in a week.
- 7) Administering the post- test after the Collaborative learning lessons intervention and students are allotted 60 minutes to finish the test, after that their papers were collected and checked.
- 8) Getting declaration letter from local school principle

The two sets of test were checked, tabulated, and analysed, the results of it were compared to determine whether the collaborative learning lessons had an positive effect in teaching passive voice. For evaluating the scores, the grade seven students of the Pre-secondary school Cristal in the school year 2018 uses the guide below for score interpretation:

Table 4 Standard of Measurement

Point of Scores	Range	Level
9.5 – 10	95 – 100	Excellent
8 – 9.4	85 -94	Very Good
7 – 7.9	75 – 84	Good
6 – 6.9	60 – 74	Good Enough
5 – 5.9	54 – 59	Low
0 – 4.9	0 – 53	Very Low

The formula of data analysis is used to compare and analyse the result of mean score Pre-test and post-test in order to know that there are some significant difference between before and after the implementation of Collaborative learning on passive voice to one group students of grade seven students of the Pre-secondary school Cristal in the school year 2018

This researcher analyzed the mean score of pre-test and post-test scores to be compared and calculated with the *t*-test analysis as the following steps:

Mean is average from division between sums of students' scoring a total number of respondents. The research applied as the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \text{mean}$$

X = score

$\sum$ = sum or add

N = Subject

$$\text{B. calculated with the } t \text{ test} = \frac{\sum D}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N - 1}}}$$

Apply *t* test dependent means to determine there are some significance difference between the before and after the implementation teaching passive voice

through Collaborative Learning to the grade seven students of the Pre-secondary school Cristal in the school year. Level of Significant is applied for $\alpha = .05$ with the degree of freedom is 26.

The result of numerical data between the t test compare with the t table is interpreted and described based at the level of significance $\alpha = .05$ through of freedom is 26 which indicated that there are some significant differences between before and after the implementation teaching Active and Passive through Collaborative Learning.

A descriptive technique is used to describe the students' behaviour during the implementation of teaching and learning process by using collaborative as the strategy to teach passive voice sentences.

Furthermore, the researcher also describes and analyses the process of implementation based on the process of observation sheet which has been provided.

FINDINGS AND DISCUSSIONS

In this chapter, the writer wants to analyzed the findings and discussion of the respondents of research as the result of conducting the research at the grade seven students of Pre-secondary school in Cristal Dili in the school year 2018.

Table 5 Presents the students mean score of pre-test (*Before the implementation of Teaching Passive Voice sentence through collaborative learning method*) to the grade seven students of Pre-secondary school in Cristal Dili in the year 2018

No	Students' codes	Score
1	DSG	3
2	DGC	2
3	FMA	4
4	JVQ	3
5	JPD	3
6	JCM	5
7	JS	4
8	JAP	5
9	JBP	5

10	JBS	3
11	JAXA	5
12	LOML	5
13	LA	3
14	LML	2
15	MOD	3
16	MRR	6
17	MRA	5
18	MJM	6
19	NS	5
20	NSR	5
21	NMB	5
22	RJDB	4
23	QJC	4
24	QCJ	5
25	RVS	6
26	R	5
Total Score		111
Average (%)		4.3

Table 5 presents the result of the mean score of pre - test by the grade seven students of pre-secondary school Cristal Dili in the school the year 2018 before the implementation of teaching Active and Passive voice through the collaborative learning method. The mean score of pre - test is 4.3 which classified at very low level score based on the standard of measurement that is being used in the school of Pre-secondary school of Cristal. This is why, the writer prepares the material of passive voice in order to teach through Collaborative Learning method as a new strategy.

The mean score of pre-test is 4.3 which is derived from the total score divided to total of respondents as the formula below;

$$\bar{X} = \frac{\sum x}{n}$$

$$= \frac{111}{26} = 4.3$$

Table 6 presents the result of students' mean scores of Post-test (after the implementation teaching passive voice through collaborative learning method to the

grade seven students of Ensino Basico Treceiro Ciclo Cristal Dili in the school year 2018)

No	Students' Initial	Score
1	DSG	6
2	DGC	7
3	FMA	7
4	JVQ	6
5	JPD	6
6	JCM	6
7	JS	6
8	JAP	8
9	JBP	7
10	JBS	6
11	JAXA	6
12	LOML	7
13	LA	7
14	LML	7
15	MOD	6
16	MRR	7
17	MRA	6
18	MJM	7
19	NS	7
20	NSR	7
21	NMB	7
22	RJDB	6
23	QJC	6
24	QCJ	8

25	RVS	8
26	R	9
Total Score		176
Average (%)		6.8

Table 6 presents the mean score of post - test that has administered to the grade seven students of the pre-secondary school Cristal Dili in the school year 2018 after the implementation of teaching active and passive voice by using collaborative method. The mean score of post – test is **6.8**.

Based on result of the both tests showed that the mean score of post – test is 6.8 which is greater than the mean score of pre –test. It could be concluded that using collaborative method in teaching passive voice is very helpful strategy for the foreign language learners by pre-secondary school Cristal in the school year 2018.

Table 7 Presents the comparing the calculation differences results between the mean score of Pre -test and Post Test Scores to the grade seven students of Pre-secondary school in Cristal Dili in the school year 2018.

No	Students' Initial	Pre-test Score	Post-test Score	D ¹	D ²
1	DSG	3	6	3	9
2	DGC	2	7	5	25
3	FMA	4	7	3	9
4	JVQ	3	6	3	9
5	JPD	3	6	3	9
6	JCM	5	6	1	1
7	JS	4	6	2	4
8	JAP	5	8	3	9
9	JBP	5	7	2	4
10	JBS	3	6	3	9
11	JAXA	5	6	1	1
12	LOML	5	7	2	4

13	LA	3	7	4	16
14	LML	2	7	5	25
15	MOD	3	6	3	9
16	MRR	6	7	1	1
17	MRA	5	6	1	1
18	MJM	6	7	1	1
19	NS	5	7	2	4
20	NSR	5	7	2	4
21	NMB	5	7	2	4
22	RJDB	4	6	2	4
23	QJC	4	6	2	4
24	QCJ	5	8	3	9
25	RVS	6	8	2	4
26	R	5	9	4	16
Total Score		111	176	65	195
Average (%)		X1= 4.3	X2= 6.8		

To measure the significant differences which are to indicate the teaching Passive Voice through collaborative learning method, the writer applied for the *t*-test as the following formula:

$$\begin{aligned}
 & \frac{\sum D}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N - 1}}} \\
 &= \frac{65}{\sqrt{\frac{26 \cdot 195^2 - (65)^2}{26 - 1}}} \\
 &= \frac{65}{5.8}
 \end{aligned}$$

$$= 11.2$$

The level of significance is ($\alpha = 0.5$)

$$Df = N - 1 = 26 - 1 = 25$$

Base on the level significance is ($\alpha = 0.5$) with the degree of freedom is 26 which is indicated to the t table is 2.056. Therefore, it is decided the t test is $11.2 \geq$ than the t table was 2.069.

Interpretation: based on the data result of data analysis above, the writer can conclude that t - test is 11.2 greater than $\geq t$ table was 2.069. It is meant that there are some significant differences between before and after the implementation of using collaborative learning method to teach passive voice to the grade eleven of the pre-secondary school Cristal in Dili in the school Year 2018.

After comparing between the result of mean score pre - test and post - test could be seen that the score of students got increase. Other words, it could be suggested to the all the English teacher of pre-secondary school Cristal Dili consider Collaborative Method is an useful method for teaching Passive voice to the students of to give the students of the grade eleven of the pre-secondary school Cristal in Dili in the school Year 2018.

Table 3. Presents the differences between pre-test and post-test as the result of the t test is 11.2 which is greater than the t table is 2.069 that is from the level of significant is 0.5 with the degree of freedom is 26.

CONCLUSION

Based on data analysis and discussion, the writer would like to answer the stamen of the problems by making following conclusion;

- 1) The Collaborative learning method can be considered as the useful strategy of learning passive voice. And Collaborative Learning can be used to teach English Grammar of passive voice by the local English teachers especially Pre-secondary of Cristal school.

- 2) The CL method can be used to teach passive voice because the mean score of pre-test before the using CL was 4.3 and the means score of post-test after the using CL to teach passive voice was 6.8 got increased.
- 3) The result of mean score of pre-test and post score were processed through the level of significance is 0.5 with the degree of freedom 26, the t-test was 11.2 which is greater than the *t*-table is 2.069 which is interpreted that there are some significance differences between pre-test and post-test scores or before and after the using collaborative learning method.

After the making conclusion above, the writer wants to address some suggestion to the English teacher and students of the grade seven students of Pre-secondary school Cristal are recommended that;

- 1) Collaborative learning could facilitate the low, medium and high ability of the foreign language learners. It is to create work group in order to have positive influence among of the them and easier for them learn together to achieve common goal.
- 2) During the teaching process is going on the students are made in group, the teacher should give more opportunity to students in order to work hard collaboratively.
- 3) Working group will manifest each of the students' expressing his/her own ideas correct each other
- 4) The students must be assigned work group than individual.

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