

A REVIEW OF TEACHING PASSIVE VOICE STRATEGY

Salma Putri Islamy[✉], Nita Kaniadewi

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia

[✉]*salmaislamyputri@gmail.com*

Abstract

The difficulty of teaching passive voice has caused several researchers to conduct research on applying various strategies or methods to increase students' understanding of passive voice. Some have succeeded in increasing the effectiveness of passive voice learning although there is still a weakness. This is because the effectiveness of passive voice learning is additionally influenced by various things, including the level of education of the studied population. Specific strategies may be required for each education level. This study is intended to recapitulate research related to passive voice teaching and analyze the advantages and weaknesses of those methods so that teachers can better adapt to their classroom conditions. This research was conducted by reviewing research journals related to passive voice teaching and analyzing the advantages and disadvantages of the used method. The result of this study is a recapitulation of conducted research regarding passive voice learning for the last five years, completing the advantages and disadvantages of each method. So that, later the English teacher can choose which method is the most appropriate for their students. On the other hand, other researchers can additionally choose which method needs further research.

Keywords: *Teaching, Passive Voice, Strategy*

Abstrak

Sulitnya pengajaran passive voice menyebabkan beberapa peneliti melakukan penelitian tentang penerapan berbagai strategi atau metode untuk meningkatkan pemahaman siswa tentang passive voice. Beberapa telah berhasil meningkatkan efektifitas pembelajaran passive voice walaupun masih terdapat kelemahan. Hal ini dikarenakan efektifitas pembelajaran passive voice juga dipengaruhi oleh berbagai hal, termasuk tingkat pendidikan populasi yang diteliti. Strategi khusus mungkin diperlukan untuk setiap tingkat pendidikan. Penelitian ini dimaksudkan untuk merekapitulasi penelitian terkait pengajaran suara pasif dan menganalisis kelebihan dan kekurangan metode tersebut sehingga guru dapat lebih beradaptasi dengan kondisi kelas mereka. Penelitian ini dilakukan dengan meninjau jurnal penelitian yang berkaitan dengan pengajaran suara pasif dan menganalisis kelebihan dan kekurangan dari metode yang digunakan. Hasil dari penelitian ini adalah rekapitulasi penelitian yang telah dilakukan mengenai pembelajaran passive voice selama 5 lima tahun terakhir, melengkapi kelebihan dan kekurangan masing-masing metode. Sehingga nantinya guru bahasa Inggris dapat memilih metode mana yang paling tepat untuk siswanya. Di sisi lain, peneliti lain juga dapat memilih metode mana yang membutuhkan penelitian lebih lanjut.

Kata kunci : *Pengajaran, Passive voice, Strategi*

Introduction

English is the most important requirement not only in the field of education, however, additionally in work and our living environment. We regularly observe tv, peruse messages on social media and see notices, websites, work openings, and mail addresses in English. It could be a reality that English in this globalization era is exceedingly regarded and much required all over the world.

Interrelated times of social evolution and all areas of life require active and passive use of English, and many strive to learn English through formal or informal education. When learning a language, especially English, students need to understand grammar well (Batubara & Mahardhika, 2020).

Grammar is basic knowledge to comprehend language sentences. This

makes grammar one of the main parts of learning English at school and accompanies four English skills (Listening, speaking, writing, and reading). Grammar has many parts that make it difficult for students to be understood, remembered, and use. This difficulty makes grammar often provokes negative reactions from students in English learning. This is a separate task for English teachers, especially for ESL and EFL teachers.

One part of grammar is voice. Voice could be syntactic, depicting a sentence's relationship between the verb and the subject. Particularly, voice is defined as how the verb is expressed or composed in connection to the subject (Kurnianto, 2012). There are two fundamental types of voice: active and passive (Herring, 2016). The difference between these two voices, i.e. the active voice is more focused on the subject, whereas the passive voice is more focused on the object / does not need to say the subject. Active voice is more often used in daily conversation than passive voice.

Passive voice is one part of the grammar which is difficult for EFL students (English as a Foreign Language). A passive understanding of English is a major challenge for both teachers and students. On the other hand, said that one of the reasons EFL students still make mistakes in using the passive voice is previous learning. They are too focused on the exchange of subject and object positions. In addition, many students still do not understand tenses in the active form, so it is difficult for them to learn them in the passive form (Kurnianto, 2012).

Many studies have been conducted to assist teachers in teaching passive voice effectively. However, there are still many passive voice classes that are less effective, whether because they are not by

the education level, the ability to capture students and schools is inadequate, or the teacher using an inappropriate learning method. Halim, (2021) found her students have studied passive voice several times however, they have not been able to compose passive sentences properly.

From these problems, there has been a lot of research on passive teaching, however, it is still unsuitable to be carried out in several places. Therefore, conducting research is needed by looking at the background of these studies and taking over the advantages and disadvantages of these methods so that teachers can better adapt to the conditions of their classes. Students' mindset is that grammar is difficult, especially in the passive voice and they still do not understand tenses.

This research is expected to help teachers find passive voice learning strategies that are appropriate for the class, so students can learn passive voice easily. This research is additionally intended to make it easier for future researchers to continue research on passive voice learning.

Research Method

In this paper, the author tries to explain some references regarding passive voice learning strategies. The data collected are secondary data from twenty-two main scientific articles which are then reviewed to get the intended results. Data were collected from twenty-two journals (two journals with Scopus reputation, two proceedings, and five journals with Sinta reputation). Where this research identifies various relevant studies in 2017-2022 from the academic database.

Based on the objective of this research is to describe the existing passive voice

learning strategies in the last 5 years. This database can provide a clear understanding of the literature's growth in teaching passive voice research. Whether it is about the strategy, how to practice it, or its advantages and disadvantages.

This study applied a literature review approach with a semi-systematic method. Where this research examines several journals related to passive voice strategy in the last five years. The journals that have been collected are summarized and described to get answers to the questions that have been made.

A literature review is a research method that can be used to provide an overview of the field of research and to synthesize findings based on pre-existing real evidence. Semi-systematic review is a method commonly used to see how research in a field has evolved or how a topic has evolved across research traditions. Due to the wide scope of the topic and the type of research, semi-systematic reviews must be transparent. (Halim S, 2021)

This study uses Miles & Huberman's (1984) interactive analysis technique to analyze the secondary data that has been collected. According to Nugrahani (2014), the data analysis with interactive

techniques was carried out in three stages, namely data reduction, data presentation, and verification/conclusion. The first is data reduction. The author selects, focuses, summarizes, and records all types of information related to the required data. To focus, classify, direct and clarify this research, the authors perform coding in this stage. Second, data display. At this stage, the data from the coding has been collected, grouped, and arranged systematically in the form of a narrative for analysis. so that the data compiled can answer the question as a whole. The third is verification. The data that has been analyzed was concluded and arranged in the form of short, clear, and easy-to-understand sentences. At this stage, a retracing of all research steps is carried out. Therefore, this research can be justified.

Results and Discussion

There are twenty-two main studies found regarding passive voice learning in the last 5 years. The research came from Indonesia, Timor-Leste, and Iran. The learning strategy that has developed in the last 5 years is to use the card, EGRA method, Task-based Learning, Focus-on-forms instruction, Cooperative Study, passive box, ICT, Inductive Teaching, Motion and Song, and Video Lyric. As follows in Table 1.

Table 1. Table of Summary

No	Author	Method	Instrument	Year	Instructi on Level	Type of Research Data	Result	Coun try
1.	Rini Rismiyati, Rizqiyawati, Lies Triatur Nur, Ratno Kumar Jaya	Quantitative	Plan, do see	2021	Vocation al high school students	Passive voice card	<ul style="list-style-type: none"> • Improve student's motivation • Improve writing comprehension and writing skills. 	Indon esia
2.	Halim, S.	Quantitative / pre-experimental method	t-test	2020	College student (non-English)	Passive voice card	Effective and significant (EffectS)	Indon esia

3.	Harahap, Y. A., Wildan Iskandar Lubis, Gabby Maureen Pricilia	Quantitative / Experimental method	Pre-test & Post-test	2020	Senior high school students	EGRA	Effective and significant (EffectS)	Indonesia
4.	Kusumastuti, M., Pratiwi, M., & Husnussalam, H.	Quantitative / Pre-experimental method	One-Sample Kolmogorov-Smirnov Test	2019	Junior high school students	EGRA	Effective and significant (EffectS)	Indonesia
5.	Zaenap, S.	Quantitative / Pre-experimental method	t-test	2019	Collage Students	EGRA	<ul style="list-style-type: none"> • Effective and significant (EffectS) • Suitable for grammar learning • Improve students' motivation • Improving teamwork ability 	Indonesia
6.	Diyata F	Quantitative	Task	2022	College students (non-English)	Task-based learning	<ul style="list-style-type: none"> • Effective 	Indonesia
7.	Shafaei, A.	Quantitative	Oxford Proficiency Test (OPT) Close Test pretest and posttest (CT) (prt-pot) Reading Text (RT)	2020	Collages student	Task-based learning Focus-on-forms instruction (Input Enhancement & Explicit Instruction)	Effective and significant (EffectS)	Iran
8.	Mallipa, I., & Murianty, R.	Classroom action research	Lesson plan Worksheet Report paper	2020	College student	Task-based learning Focus-on-forms instruction	Lesson study can be used for planning class	Indonesia
9	Windy, W.	Quantitative / Experimental method	Pre-test, post-test	2018	College Students	Task-based learning Focus-on-forms instruction (Short reading passage)	Effective	Indonesia
10	Bakhshandeh, S., & Jafari, K.	Quantitative	Reading Text, OQPT, UGJT, and metalinguistic knowledge test (MKT)	2018	College Students	Task-based learning Focus-on-forms instruction (input-based instruction)	Effective (Effect) Not significant (NS)	Iran

11	Syednejad, H., & Gholami, H.	Quantitative	ANOVA and post hoc Scheffe	2017	College students	Task-based learning Focus-on-forms instruction	Effective (Effect) Not significant (NS)	Iran
12	Friska, Y.	Mix method	Interview, questioner, post-test	2022	College Students non-English major	Cooperative Study	Effective and significant (EffectS)	Indonesia
13	Teedja, K. E. M.	Quantitative	pre-test and post-test	2019	Junior high school students	Cooperative Study	Effective and significant	Indonesia
14	Nurnaningsih	Qualitative	Interview Observation Documentation	2018	Senior high school	Cooperative Study (Articulation)	Enthusiastic learn at home Attract students attention	Indonesia
15	Rashtchi, M., & Etebari, F.	Quantitative	Preliminary English Test (PET) Pre-test and the post-test (Prt-Pot) Reading Text (RT)	2018	College Students	Cooperative Study (input flooding and input enhancement)	Not significant Both useful	Iran
16	Sumiati	Quantitative	Observation, test, and documentation	2018	Junior high school student	Cooperative Study (window shopping model)	Effective	Indonesia
17	Syafin, BR	Qualitative	-	2022	Senior high school	Cooperative Study (Discussion method)	Effective	Indonesia
18	Pereira, S., Sarmiento, J. A., & Fernandes, B. F.	Quantitative descriptive	Test (40 multiple choices) and non-test (classroom observation sheet).	2019	Secondary school	Cooperative Study (Collaborative learning)	Effective and significant.	Timor-Leste
19	Rohmah, V. F., & Nugraha, L. E.	Quantitative / Experimental method	Test	2017	Senior high school students	Passive box	Effective and significant (EffectS)	Indonesia
20	Lini fitri	Review	-	2018		ICT	Students feel more relaxed in learning various topics and get space in obtaining, assembling, analyzing, and communicating detailed information faster.	Indonesia
21	Zulfikar, K., Sutapa, R.,	Quantitative	Multiple choice test,	2019	Junior High	Inductive teaching	Effective	Indonesia

	& Sutapa, Y. G.				school students			
22	Saputri, P. P. N., Friatin, L. Y., & Thoyyibah, L.	Qualitative	observation, interview, and questionnaire.	2021	Senior high school student	Video Lyric	Effective	Indonesia
23	Juwariyah, S.	Classroom action research	Observation, interview, test, field note, and questionnaire.	2018	Senior High School	Motion and song	Effective (Effect) Improve student learning motivation	Indonesia

Results and Discussion

In this study, a summary of several studies that have been carried out for the last five years (2017-2022) regarding passive voice is described. After the analysis is grouped into several parts, the learning strategy can be done:

1. Cards

English language learning using cards is quite familiar, especially in vocabulary learning. However, passive voice learning is still relatively rare. The learning process is conducted by simulation, playing the game, and question-answer.

According to Halim, (2021), using a flash card for teaching passive voice is effective for non-English department college students who cannot use passive voice correctly even though they have learned it for years. It is proven in her research that, the result of statistical analysis for the level of significance ($p=0.05$) with a degree of freedom ($df=N-1$, where $(N) = 25$, $df = 24$). The probability value was smaller than ($0.00 < 0.05$). It means that passive voice cards are effective for teaching passive voice.

According to Rismiyati, R., at all (2021) in the action research, cards are effective for teaching passive voice in Vocational High School. Cards are effective for

improving students' motivation, writing comprehension, and writing skills.

Both researches reinforced by Abdullah, (2021) in her script about teaching passive voice to senior high school students. The research found that a passive voice card is effective for teaching passive voice. It gets from t count (31.00) score is higher than the t table (2,045). Passive voice cards can attract students' focus and the learning process becomes more varied. It helps build self-reflection for students' metacognitive learning. However, passive voice cards require additional costs and the teacher should make them by himself because the ready-made ones are usually small in size.

From those research above, teaching passive voice by using cards are effective for Vocational High School and non-English department college students. It additionally can improve students' motivation, writing comprehension, and writing skills. It additionally can attract students' focus and the learning process becomes more varied. It helps build self-reflection for students' metacognitive learning. However, a passive voice card requires additional costs.

2. EGRA

EGRA technique stands for exposure, generalization, reinforcement, and application. According to Tahang (2020), EGRA is a technique that evolved from the communicative approach, which in

this learning guide students to communicate.

Here are some procedures regarding the EGRA technique Tahang (2020), (Pilu et al., 2020), Muhlisyah. BN & Hasmawati, (2017), and Marpudin (2008):

- Experiment or exposure. The class conducted questions and answers, the picture shows, brainstorming, or giving keywords that must involve the students, and make them active participants. From these activities, students will unconsciously gain understanding.
- Generalization. The students are divided into discussion groups and several questions lead students to find the form, meaning, function, and sentence structure in group discussions. After that, the teacher guided the discussion class to analyze together (without any correction).
- Reinforcement. The teacher explains the material that has been discussed together before. Teachers can correct students' mistakes, and give students some examples and questions to improve students' understanding.
- Application. The students are given individual assignments, while the teacher plays a role in controlling and evaluating the results of students' work.

Research regarding teaching passive voice by using the EGRA method integrated steps in procedural form has been conducted by Harahap, (2020) and Zaenap, (2019). Harahap, (2020) told in his research about teaching passive voice with the EGRA method for senior high school students, that there is a significant effect on students learning passive voice by using the EGRA method. This can be proven by the result that the t count is greater than the t table ($t \text{ count } 4.79 > t \text{ table } 2.04$). This means the EGRA method can be used for teaching passive voice in high school.

Zaenap, (2019) in her research about the use of EGRA technique in teaching passive voice for EFL college students. That study was pre-experimental research with pre-test and post-test designs. The data were analyzed by descriptive statistics and paired sample tests. The research found that teaching passive voice with the EGRA method is effective. It showed from the results of descriptive statistics show that the post-test mean score (14.21) is greater than the pre-test mean score (9.96). For hypothesis testing using paired sample t-test at the level of significance value (2 tails) of the analyzed data is 0.000, it is lower than 0.05. EGRA additionally can help students to understand passive sentences, improve grammar ability, improve students' learning motivation, and develop students' soft skills like teamwork, confidence, communication, and critical thinking in problem-solving.

The effectiveness of the EGRA method is reinforced by Kusumastuti et al., (2019) and Pilu et al., (2020). Kusumastuti et al., (2019) in their research improving grammar skills with EGRA method for junior high school. The research found that the EGRA method is effective and significant for teaching passive voice. It showed from the pre-test score is lower (40,83) than the post-test score (71,70), and it additionally can improve students' grammar skills Pilu et al., (2020) in the research about the effectiveness of EGRA method in teaching grammar for junior high school. That research found EGRA method is effective in teaching grammar to eleventh-year students. It was supported by a pre-test score of 53.00 and a post-test score of 86.00. It means there is a significant difference between the pre-test and post-test.

From all research above can we take summary that, using EGRA method additionally can support students to be active, creative, learn effectively,

improve students motivation, develop students' soft skills and communicative in learning grammar. However, EGRA method learning needs much time, specifically in the generalization part. It needs be teacher consideration to use EGRA in learning.

3. Task-Based Learning

Research regarding teaching passive voice by using task-based learning with integrated steps in procedural form has been conducted by Diyata, (2022). The research was conducted with the quantitative experimental method. Document analysis questionnaire and interview were used as an instrument of the study, the was held in a private university in Bandung. It was found from the research the teaching method can help the participating student to develop their understanding of the process of creating passive voice based on procedure especially in doing assignments.

In the first stage, students are given a procedure form for using passive voice (this is only done on the first day) as a reference for students to make assignments. Class activities are carried out with students being given the first task to change active sentences into passive sentences according to the procedure. The results of the first task were corrected, analyzed and the score was calculated together. In the next stage, a class discussion was conducted and the teacher explained the procedural use of passive voice, then continued with a Q&A session. Finally, students were given a (different) task and asked not to refer to the procedure form, to see the development of students' understanding. The result of this study is teaching passive voice by using task-based learning is effective and it can be easier when the students have good knowledge of tenses. One type of task-based learning is focus-on-forms instruction (Chanwaiwit, 2019). The research about focus on form has

been found comes from Iran and Indonesia. According to Mallipa & Murianty, (2020) traditional instruction and modern instruction are common views in teaching grammar. The traditional instructions are designed to teach students a simple framework for knowing and making English sentences using pattern exercises, forming sentence diagrams, memorizing, testing legal mastery, and tidying up students' language while in modern instruction, the instructions are used not only to support student learning at the sentence level however, additionally for the text level by teaching grammar in contexts such as reading texts or writing certain types of texts such as stories.

Research regarding teaching passive voice by using instruction text has been conducted by Mallipa & Murianty, (2020). The class was conducted with planning, observation of the student's notes, and worksheets, and reflecting or discussing the lesson. That research was conducted with text discussion grammar. The result of that research is text discussion grammar with teaching instructors can be used for teaching passive voice. They suggest that teachers should ensure the student's knowledge of the text topic before deciding to use a text for teaching passive voice.

Windy (2019) in her research about the teaching of passive voice through short reading passages for economic college students. The class was conducted with read the passages. finding the sentences and finding the formula. The research was conducted with a pre-experimental design, with pre-test and post-test. The result of that research is teaching passive voice with the reading passage effective. Shafaei, (2020) in his research about the effects of textually-enhanced reading tasks and strategic pre-task planning on learning English passive voice for intermediate learners. That research used

a quantitative method, with the instrument Oxford Proficiency Test, close test pre-test, and post-test, and reading text. The class was conducted with planning, listening to the audio, enhanced reading texts, teacher-highlighted target structure, and exercises on grammatical structures. The result of that research enhanced reading tasks along with strategic pre-task planning was effective and significant for teaching passive voice. Research regarding teaching passive voice by using input enhancement and explicit instruction by Bakhshandeh & Jafari, (2018) for university students. That research uses a quasi-experimental design for those selected with Oxford Quick Placement Test. The explicit instruction class was conducted with explanations, pre-reading questions, practice, and comprehension questions. The input enhancement class was conducted with bolding and underlining the research indicated that the students who learn with explicit or implicit would be better than students who didn't get any interpretation, even though there is no significant difference between explicit or implicit strategy.

Research regarding teaching passive voice by using structured input, meaningful output, and traditional instruction by Seyednejad & Gholami, (2017) for college students. This research used a quantitative experimental design with ANOVA and post hoc Scheffé test. The results of that research are event through that input text and meaningful output haven't significantly different, however, both of them are effective for teaching passive voice. It showed from the post-test score are improved from the pre-test.

The use of task-based learning with a focus on form in teaching passive voice is quite popular in Indonesian and Iranian research in the last 5 years. The results of the six studies above, the use of task-

based learning is effective for improving students' passive voice skills, although there are those who argue that there is no significant change in student learning outcomes however, it can improve student learning outcomes.

4. Cooperative Study

Several ways can be done to use the comparative study method. According to Teedja, (2019), Pereira, S., Sarmento, J. A., & Fernandes, B. F. (2019), Frisca, Y, (2022) cooperative learning effective for learning passive voice. Several ways can be done such as Collaborative learning, NHT, and TGN. It was known from the score of both groups that the NHT group got 0.4997 and those who are taught using the TGT group got 0.3392. The students additionally enjoyed learning by using both learnings, which showed from the questionnaire score of 63.83 and 63.43, which means that they have a good category.

Research regarding teaching passive voice by using collaborative learning has been conducted by Pereira, S., Sarmento, J. A., & Fernandes, B. F. (2019). for secondary students. In pre-test is 4,3 compares to the post-test of 6,8. At the level of significant 0.5 and a degree of freedom of 26, the t-test is $11.2 > 2.069$ (t-table). This result could be interpreted, as the significant differences between before and after the implementation of teaching passive voice. Teaching passive voice through collaborative learning before and after the implementation teaching passive voice through collaborative learning. This method additionally the enjoyable activities and learning in the classroom to help each other. It can be used as an innovative method in teaching the student how to work in a group to build knowledge. Problem-solving of deepening understanding and improving passive voice learning.

Research regarding teaching passive voice by using a comparative study on input flooding and input enhancement techniques has been conducted by Rashtchi, M., & Etebari, F. (2018) for college students. In that research, the input enhancement class did boldface, italicizing, highlighting, and capitalizing. And in the output enhancement class, the students' frequency of the passive structures is raised. In this quantitative experimental research, the researcher used a preliminary English test, pre-test, and post-test, reading text, and Kolmogorov-Smirnov as the instrument of the research. The result of those research was both input flooding and input enhancement strategy significantly affected teaching passive voice and no significant difference in both strategies. It showed from the result of the Mann-Whitney U test score of 0.449.00 ($p > 0.05$).

Nurnaningsih, (2019) in her research to develop cooperative learning by using articulation method. This research was conducted because she saw students' speaking ability is better than students' writing ability. This qualitative research conducted on senior high school. Class activities are carried out with explanations of learning targets, delivery of material, grouping students in pairs, each group is given a task for one student to explain the material and his partner writes material that is explained by the theme in turn, presentation of the results of each group, explanation from the teacher again and drawing conclusions. The results of this study, students become more enthusiastic to study the next material at home to prepare explanations for their partners. In addition, this method can attract students attention to the lesson to be able to explain the material to their partner.

The research for applying the windows shopping model in enhancing the learning

outcome in English course material with passive voice has been conducted by Sumiyati, (2022) the research done in SMP5 Banjarmasin. Observation, tests, and documentation were done for collecting data and then analyzed descriptively by percentage. It was obtained in this research, that English outcomes of English learning for passive voice increase through the windows shopping learning model, which can be seen from the pre-cycle first and second cycle with the average value of 63.4, 68.3, and 74.3 respectively.

Research regarding teaching passive voice by using collaborative learning additionally has been conducted by Friska, (2022) in her research explained that collaborative learning is effective and significant for college students in teaching passive voice. It was known from the score of the mean post-test (86.00) was higher than the pre-test (49.33).

Research on improving students' ability in using passive voice through the discussion method has been conducted by Syafina, (2022) in this research, students could work together to solve problems in the classroom, so establishing a rapport with students. By this method the year critical thinking was stimulated and additionally an articulation of ideas. By this method, the student showed knowledge progress of passive voice without the dependency on teacher authority.

Research on passive voice learning with cooperative learning in the last five years has found that there are various types of collaborative learning, discussion, articulation, window shopping NHT, TGN, input flooding and input enhancement. From the description of the seven studies above, it can be concluded that cooperative learning is quite effective for passive voice learning with

various variations. Cooperation in groups and exchange of opinions can improve student learning outcomes and increase student enthusiasm in understanding the learning material.

5. Passive Box

Learning using a passive box is research conducted by Rohmah & Nugraha, (2017) that research told, that using a passive box is effective for teaching passive voice to senior high school students. Provides from the mean of the post-test of the experimental group is 86.08 while the control group got 80.14. Furthermore, the passive box can guide the students' attention and understanding, it additionally helps the students to memorize and summarize the passive voice formula.

6. ICT

Research regarding teaching passive voice by using ICT has been conducted by Fitri (2018), The implementation of teaching passive voice could give some benefits. Students get space in obtaining, assembling, analyzing, and communicating information with more detail and at a much faster pace than ever before. Other than that, the learner additionally feels more relaxed in learning various tasks and topics. The teacher must design the activity of the classroom. i.e.: teachers must be professional, and of high quality, the teacher must be professional to control the classroom and master technology and material. Another plan should be prepared, for keeping the student's enthusiasm for learning, for anticipating the technical problem. The student should independently solve their problem. It is most important for the student, to change their attitude toward using the ICT in learning before they can successfully learn from the ICT tools.

The use of ICT for passive voice learning has several considerations. Dewi et al.,

(2019) in her research discussed ICT for English language learning. The results showed that the lecturer argued that ICT was suitable for use in English language learning. Meanwhile, from a student's point of view, some students do not agree that ICT is suitable and can help students' understanding in English language learning. In addition, there are several obstacles faced by lecturers in the use of ICT such as the lack of competence of lecturers in the use of ICT and bad connections.

From both research above can we take summary that, using ICT can give students space to communicating information with more detail and faster. However, professional training and second plan needed for teachers to anticipate obstacles so that, learning can occur effectively, both are teachers consider to using ICT in class.

7. Inductive Teaching

The effectiveness of the inductive teaching method in teaching passive voice for junior high school students has been conducted by Zulfikar, K., Sutapa, R., & Sutapa, (2019) the form of the quasi-experimental method was designed for the research, to find out whether the inductive teaching is effective or not for three teachings, the measurement technique was implied. the result of this study is certainly positive, the research obtained that the inductive teaching method is effective for teaching grammar to senior high school students and can help the students to get a better comprehension of the concept of passive voice.

This is additionally related to Mo, (2019) opinion in his research on the inductive approach to learning grammar. The ability to use grammar flexibly by developing logic toward understanding the background of the grammatical

system can be better remembered for a longer period of time.

8. Motion and Song

The research for applying motion and song in enhancing the learning outcome in English course material with passive voice has been conducted by Juwariyah et al., (2018) for senior high schools with low score backgrounds. The research was conducted with a classroom action research design. The instrument of that research is observation, interview, test, field notes, and questionnaire. The result of that research is motion and song are effective for teaching passive voice. It showed in mean score improvement in pre-test and post-test 28.69. It additionally helps to improve students learning motivation.

10. Video Lyric

Saputri, P.P.N., Friatin, L.Y., and Thoyyibah, (2021) conducted a study to motivate senior high school students in learning passive voice by using video lyrics. This study aims to determine the effectiveness of using lyric video in passive voice learning on student motivation and student perception of passive voice learning, this study uses a qualitative method. The result of the study showed that there were several steps for motivating passive voice learning using video learning i.e.: to provide simulation, ask students to watch some video songs, ask students to sing songs together, and ask students to write the lyric when the teacher explained in a passive sentence. And the last, giving treatment when students ask questions.

The results of this study are consistent with Hanafiah, (2019) research, where in her research on the use of films in improving speaking skills. She mentioned that the use of films with the addition of writing/lyric for learning English would be more effective. In addition, the use of films as learning

media can increase students' motivation in learning English.

Conclusion and Suggestion

There are nine types of teaching passive voice strategies that have been developed in the last five years from 2017 to 2022. They are teaching passive voice with the card, EGRA method, Task-based Learning, comparative study, passive box, ICT, Inductive Teaching, and Motion and Song, and Video lyrics are effective for teaching passive voice. Some of those strategies have other benefits and lack. Several learning strategies can increase students' learning motivation (card, EGRA method, and Video Lyric), improve grammar comprehension skills (EGRA, task-based learning & Inductive Teaching), improve students' writing skills (card), improve students' confidence, communication, and teamwork skill (EGRA & Cooperative learning, dan students can learn creatively (card, EGRA & cooperative learning).

Some of the strategies have some lack like using cards needs additional cost for making the cards, the EGRA method needs much time, specifically in the generalization part, and task based learning especially with Focus-on-forms instruction suggests that teachers should ensure the student's knowledge of the text topic before deciding to use a text for teaching passive voice. There are research gaps that can be found in this study. Based on existing research, ICT and window shopping are still not being realized and further development is needed for passive voice learning strategies. In addition, the Focus-on-forms instruction learning strategy for passive voice learning has only been carried out for students, this method may be used for further studies for high school students in the future.

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