

ABSTRACT

Isnaini, Sarinastiti. 2017. *The Implementation of Team Quiz Strategy to Teach Passive Voice at XI MIIA2 Class of SMAN 2 Yogyakarta*. Yogyakarta: Sanata Dharma University.

Passive voice is one of many grammatical materials to be taught in grade eleven. In dealing with grammatical materials such as passive voice, doing a lot of passive voice exercises will help the students to deal the material. To provide the students experiences in doing a lot of passive voice exercises, Team Quiz learning strategy as in Silberman (1996) was implemented. The aims of this research were (1) To find out whether there is significant improvement in the students' learning outcomes in English class during passive voice learning process through Team Quiz strategy application, (2) To find out how the students' perceptions towards the use of Team Quiz strategy to teach passive voice. Therefore, there were two research problems that the researcher formulated in this research: (1) How is the outcome improvement of the XI PMIIA 2 students of SMA N 2 Yogyakarta on passive voice after being taught using a Team Quiz strategy? (2) What are the students' perceptions on the use of Team Quiz strategy in learning passive voice?

This is Classroom Action Research (CAR). The researcher decided to use three instruments to collect the data. They were tests, questionnaires, and observations. The researcher used tests and observations to get the data of the improvements of the students' learning outcomes after being taught using a Team Quiz strategy. Meanwhile, the questionnaires were used to collect the data of the students' perceptions towards the use of Team Quiz strategy in learning passive voice.

The result of the study showed that there was a significant improvement on the students' understanding on passive voice material. It is proved by the total mean score of the students on the post-test was higher than on the pre-test. Besides, the p.value of the data was less than the α (0.05) which means there was significant improvement after the implementation of Team Quiz strategy. Next, based on the the result of observations, there was increasings on the students' attitudes during the learning in which their attitudes tended to improve meeting by meeting. Last, most students had positive perceptions toward the application of Team Quiz Strategy to teach passive voice material as they felt that it built excitement in class and encouraged students to be more active, cooperative, competitive, disciplined, also to get rid of the their fears in sharing thoughts between friends. However, the application of the strategy still needed to be improved since the students found out that time management as the main problem in implementing this strategy.

Keywords: Team Quiz Strategy, Perception, Learning Outcome, Passive Voice Material.

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Passive voice (kalimat passive) merupakan salah satu materi tata bahasa Inggris yang diajarkan dikelas sebelas. Dalam menghadapi materi tata bahasa Inggris, seperti *passive voice*, mengerjakan banyak soal akan membantu siswa dalam menghadapi materi tersebut. Untuk memberikan siswa kesempatan dalam mengerjakan banyak latihan soal mengenai materi *passive voice*, strategi pembelajaran Kuis Berkelompok seperti yang ada di Silberman (1996) diterapkan pada proses pembelajaran ini. Tujuan dari penelitian ini adalah (1) untuk mengetahui apakah ada peningkatan yang signifikan pada hasil belajar siswa selama proses pembelajaran materi *passive voice* menggunakan pengaplikasian strategi belajar Kuis Berkelompok, (2) serta untuk mengetahui bagaimana pandangan siswa mengenai pengaplikasian strategi belajar Kuis Berkelompok dalam proses pembelajaran materi *passive voice*. Dengan demikian, peneliti merumuskan dua permasalahan untuk dijawab yaitu : (1) bagaimana peningkatan hasil belajar siswa XI PMIIA 2 SMAN 2 Yogyakarta setelah diterapkannya strategi belajar Kuis Berkelompok? (2) apa pandangan siswa mengenai penerapan strategi belajar Kuis Berkelompok dalam proses pembelajaran materi *passive voice*?

Ini merupakan Penelitian Tindakan Kelas (PTK). Peneliti memutuskan untuk menggunakan tiga instrumen dalam pengumpulan data. Instrumen-instrumen tersebut adalah ujian, kuisisioner, dan observasi. Peneliti menggunakan ujian dan observasi untuk mendapatkan data peningkatan hasil belajar siswa setelah strategi pembelajaran Kuis Berkelompok diterapkan. Disisi lain, kuisisioner digunakan peneliti untuk mengumpulkan data pandangan siswa terhadap pengaplikasian strategi pembelajaran Kuis Berkelompok dalam proses pembelajaran materi *passive voice*.

Hasil dari penelitian ini menunjukkan bahwa pemahaman siswa terhadap materi *passive voice* meningkat. Hal itu dibuktikan dengan lebih tingginya nilai rata-rata keseluruhan saat *post-test* dari pada saat *pre-test*. Selanjutnya, menurut hasil observasi, perilaku siswa selama proses pembelajaran cenderung meningkat hari demi hari. Yang terakhir, kebanyakan siswa memiliki pandangan positif terhadap pengaplikasian strategi pembelajaran Kuis Berkelompok dalam proses pembelajaran materi *passive voice* karena mereka berpikir bahwa strategi pembelajaran Kuis Berkelompok mampu menciptakan situasi yang menyenangkan di kelas dan mendorong siswa untuk menjadi lebih aktif, kooperatif, kompetitif, disiplin dan juga mendorong siswa untuk tidak takut dalam bersosialisasi dengan teman sebaya. Walaupun begitu, pengaplikasian strategi pembelajaran Kuis Berkelompok masih perlu ditingkatkan karena siswa menganggap bahwa pengelolaan waktu merupakan masalah utama dalam pengaplikasian strategi ini.

Kata kunci: Team Quiz Strategy, Perception, Learning Outcome, Passive Voice Material.