

Improving Students' Grammar Mastery In Learning Passive Voice Using Make A Match Method At Sma Swasta Imelda Medan

Improving Students' Grammar Mastery in Learning Passive Voice Using Make a Match Method at SMA Swasta Imelda Medan

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ABSTRACT

This study was conducted using Classroom Action Research. The subjects of this study were the second year students of SMA Swasta Imelda Medan especially XI-IPS which consisted of 26 students. The researcher conducted this study into two cycles. Every cycle were consisted of three meetings. The data of this study were qualitative and quantitative data. The qualitative data was collected by interview and questioner and the quantitative data was collected through tests. Based on the analysis, in every test showed good improvement. In the pre-test, the mean score was 50 with the students which there was no one who passed the minimum criteria of mastery learning or Kriteria Ketuntasan Minimal (KKM). While in the post-test I the mean score was 73.46 and the mean score in post-test II was 87.5. Based on the interview and questioner, it was found that the learning process became fun, active and enthusiastic in working in group especially when they found their partner.

Keywords :Passive Voice, Grammar Mastery, Make a Match Method.

ABSTRAK

Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas. Subjek-subjek penelitian ini adalah murid - murid tahun kedua dari SMA Swasta Imelda Medan khususnya XI-IPS yang berjumlah 26 siswa. Peneliti melakukan penelitian ini kedalam dua siklus. Setiap siklus terdiri dari 3 pertemuan. Data dari penelitian ini adalah kualitatif dan kuantitatif data. Data kualitatif dikumpulkan dengan wawancara dan kuesioner dan data kuantitatif dikumpulkan melalui tes. Berdasarkan analisis, pada setiap pengujian menunjukkan peningkatan yang baik. Pada pre-test, nilai rata-rata adalah 50 dengan siswa yang tidak ada yang lulus kriteria minimal penguasaan pembelajaran atau Kriteria Ketuntasan Minimal (KKM). Sedangkan pada post-test I nilai rata-rata adalah 73,46 dan nilai rata-rata pada post-test II adalah 87,5. Berdasarkan wawancara dan angket, ditemukan bahwa proses pembelajaran menjadi menyenangkan, aktif dan antusias dalam bekerja dalam kelompok terutama ketika mereka menemukan pasangannya

Kata Kunci : Kalimat Pasif, Penguasaan Grammar, Metode Make a Match

Article Info :

Submitted: 8 Januari 2023

Reviewed: 15 Februari 2023

Accepted : 3 Maret 2023

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1. INTRODUCTION

English is an important language that has to be learned because it is an international language. In education, English is the most principle language that is learned at school. Even in elementary school, English is one of subjects at school. By learning and mastering English, the students will get precious benefits such as get the relation with foreign companies, get scholarship and get any job in other country.

English is a language that is used as a tool for connecting a country to the other countries in the world. In the other word, English is used as communication tool.

The passive voice is the most common type of voice in both spoken and written in English. It is also used as one of grammar aspects that are studied by the students. There are two kinds of voices in English, they are active and passive voice. Passive voice is the opposite of active voice. Active voice is a sentence where shows the subject performs the action meanwhile passive voice is a sentence where shows the subject receives the action, not performs the action. Therefore, Herring (2016, p.774) states that in passive-voice sentences, the subject is the receiver of the action. The subject of passive voice is taken from the object of active voice.

Based on the researcher's experience, the researcher has found some students who had difficulties in changing active voice into passive voice and the other way around. It occurs because the pattern of active and passive voice are different. Therefore, students felt confused and made some mistakes, those are first, the students can not use suitable to be in certain tense. Second, the students can not be able to use suitable to according to the subject. And the third, the students did not understand how to changing verb form must be used in passive voice. Therefore, the researcher needs to find out how this problem can be solved.

To find the solution of this problem, the researcher will use the appropriate learning method. In this research, the researcher will use one of types of cooperative learning, that is *Make a Match* where in the implementation process the students will solve the problem together. Therefore, the students will be active and they will learn in pleasant circumstance. *Make a Match* learning method is a learning model that is developed by Lorna Curran. In this learning method, the teacher who want to use *Make a Match* method must prepared the cards. In addition, the students will be divided into two groups and they will be shared a card in every turn. Then, the students' task is find their partner based on the cards that they receive. By using the *Make a Match* technique teachers can motivate and encourage their students to be more interested and enthusiastic in learning English (Suprijono, 2010, p.97 in Zawil 2016, p.316).

Based on the explanation that has been explained by the researcher above, the objective of this study is to find out how *Make a Match* method improves the students' grammar mastery in learning passive voice for the eleventh students at SMA Swasta Imelda Medan. Meanwhile, the benefits have two types, those are theoretically and practically. As theoretically it is expected useful to contribute towards the theory of cooperative learning method and teaching English in the classroom especially in teaching passive voice. Then, as practically it is expected useful for the English teacher who teach grammar to give precious information, for students who learn English especially learning passive voice to give them a new and interesting learning experience by applying *Make a Match* method, then for other researchers where the result can be suggested to do further study.

2. LITERATURE REVIEW

A. Grammar Mastery

Grammar is the important aspect for students to mastery. Grammar becomes the first step that must be learned by the students because it is the general guideline to determine the ability in English. Mastery is a complete of knowledge (Hornby, 1997, p.523 in Styaningrum, 2019). The purpose of grammar mastery is to support their abilities in written and speaking form. According to Styaningrum (2019, p.90) states that grammar mastery is the formal rules concerning words forms and application of words in a sentence to create correct and meaningful sentences.

B. Passive Voice

Passive voice is known as passive sentence. It is an inverse version of active voice. Passive voice is a sentence where shows the subject receives the action, not performs the action. Therefore, someone who

receives the action is called agent and will always use *by*-phrase. *By*-phrase is used if the agent is important and known, but if the agent is not important to be mentioned the *by*-phrase does not have to be included. Every verb forms in active voice are changed into the past participles. In addition, the subject of passive voice is taken from the object of active voice.

Passive-voice verbs are always preceded by the auxiliary verb **be** and are in their past participle forms (Herring, 2016, p.774). Therefore, Passive voice is formed by adding **be** of the same tenses and putting the past participle from active voice verb. In addition, according to Cowan (2008, p.392) there are some process in forming passive voice, they are :

1. The object of active voice moved into the subject position in the passive tense
2. The subject of active voice to the end of the sentence and *by* was inserted before it – the sentence now has an agent by phrase.
3. The main verb was changed to its participle form and the appropriate form *be* and was inserted before it.

In addition, passive voice can be used in affirmative, negative, and interrogative sentences. An affirmative sentence is a statement sentence. According to Herring (2016, p.689), positive sentences are also known as affirmative sentences. While a negative sentence is a declarative statement that opposes a positive sentence, the most common way to make a verb negative is to use the adverb **not**. However, “main verbs can not take not on their own—they require an auxiliary verb to do this” (Herring, 2016, p.155), such as *isn’t, aren’t, wasn’t, weren’t*, and etc. Last, an interrogative sentence is a sentence that is used to ask a question. Generally, this sentence will use **be (am, is are, was, were etc)** at the beginning of the sentence based on the tenses. Here are the examples of passive voice :

Table 1. The Examples of Passive Voice – Sentences

Sentences	Active Voice	Passive Voice
Affirmative	Leslie took this photograph yesterday.	This photograph was taken by Leslie yesterday
Negative	Leslie took this photograph yesterday.	This photograph wasn’t taken by Leslie yesterday
Interrogative	Leslie took this photograph yesterday.	Was this photograph taken by Leslie yesterday?

However, this formulation can only be used for past tense. While the other tenses must use their **be** such as simple present must use its **be** (*am, is or are*) or in past tense must use their **be** (*was or were*). The usage of **be** of each tense depends on their subject. In conclusion, the forms of **be** are determined by the tenses that are used.

To make passive voice, there is a form that must be known. Swan and Walter (2003, p.93) states that “in making passive voice by using with **be (am, is, are etc)** + **past participle (cooked, seen etc)**. Here are the forms of passive voice in different tenses :

1. Passive voice forms in affirmative, negative and interrogative sentence.
In affirmative of passive-voice sentence will only use **be+past participle** of the same tense as its form, while negative sentence will use **be+not+past participle** of the same tense and last for interrogative sentence, **be** of the same tense is placed at the beginning of the sentence before the subject in passive voice. Here are the forms of passive in different tenses:

Table 2. Passive Voice in Affirmative, Negative and Interrogative Form

Passive Form			
Tense	Affirmative	Negative	Interrogative
Simple Present	S + be (am, is or are) + past participle	S + be (am, is or are) + not + past participle	be (am, is or are) + S + past participle ?
Present Progressive	S + be (am, is or are) + being + past participle	S + be (am, is or are) + not + being + past participle	be (am, is or are) + S + being + past participle ?
Present Perfect	S + have/has + been + past participle	S + have/has + not + been + past participle	Have/has + S + been + past participle ?
Simple Past	S + be (was or were) + past participle	S + be (was or were) + not + past participle	be (was or were) + S + past participle ?
Past Progressive	S + be (was or were) + being + past participle	S + be (was or were) + not being + past participle	be (was or were) + s + being + past participle ?
Past Perfect	S + had + been + past participle	S + had + been + not + past participle	Had + S + been past participle ?
Future with Will	S + will + be + past participle	S + will + not be + past participle	Will + S + be + past participle
Future with Be Going to	S + be (am, is or are) + going to + be + past participle	S + be (am, is or are) + not + going to + be + past participle	Be (am, is or are) + S + going to + be + past participle ?
Future Perfect	S + had + been + past participle	S + had + not + been + past participle	Had + S + been + past participle ?

2. Passive voice – sentences in different tenses.

Here are some examples of passive sentence in different tenses :

Table 3. Passive Voice – Sentences in Different Tense

Tenses	Active voice	Passive voice		
		Affirmative	Negative	Interrogative
Simple Present	Miawaug plays a horror game	A horror game is played by Miawaug today	A horror game isn't played by Miawaug today	Is a horror game played by Miawaug today ?
Present Progressive	Miawaug is playing a horror game	A horror game is being played by Miawaug now	A horror game isn't being played by Miawaug now	Is a horror game being played by Miawaug now ?
Present Perfect	Miawaug has played a horror game	A horror game has been played by Miawaug	A horror game hasn't been played by Miawaug	Has a horror game been played by Miawaug?
Simple Past	Miawaug played a horror game	A horror game was played by Miawaug	A horror game wasn't played by Miawaug	Was a horror game played by Miawaug?
Past Progressive	Miawaug was playing a horror game	A horror game was being played by Miawaug	A horror game wasn't being played by Miawaug	Was a horror game being played by Miawaug?
Past Perfect	Miawaug had played a horror game	A horror game had been played by Miawaug	A horror game hadn't been	Had a horror game been played by Miawaug?

			played by Miawaug	
Future with Will	Miawaug will play a horror game	A horror game will be played by Miawaug	A horror game will not be played by Miawaug	Will a horror game be played by Miawaug?
Future with Be Going to	Miawaug is going to play a horror game	A horror game is going to be played by Miawaug?	A horror game isn't going to be by Miawaug	Is a horror game going to be played by Miawaug?
Future Perfect	Miawaug will have played a horror game	A horror game will have been played by Miawaug?	A horror game will not have been played by Miawaug?	Will a horror game have been played by Miawaug?

3. Subject and object pronoun in passive voice

The subject in active voice must be changed into object in passive voice and the other way around. The object pronoun will be followed “**by**” phrase to shows who does the action.

Table 4. Subject and Object Pronoun in Passive Voice

Subject	Object
I	Me
You	You
We	Us
They	Them
He	Him
She	Her
It	It

For example :

1. Active sentence : They serve breakfast at eight o'clock every day
Passive Sentence : Breakfast is served by them at eight o'clock every day

4. Passive voice with two object

Verbs such as offer, send, pay, write, show, give and etc can be followed by two objects, namely direct and indirect object. For example :

- a. Someone gave Katherine a certificate
I.O D.O
- b. Katherine was given a certificate

Passive voice with Modal

There are 2 types modal in English, they are present and past modal. The present modals include such as can, may, should, will etc. While past modals include such as might, could, should, would etc. Azar (2002, p.218) mentions that the present passive form is modal + be + past participle while the past-passive voice form is modal + have been + past participle”

Furthermore, Modal can be used in negative sentence by adding “not” after the modal. While the interrogative sentence, the modal is placed at the beginning of a sentence.

1. The present passive form : Modal + be + Past Participle

Table 5. Passive Voice Form with Present Modal

Modal	Affirmative form	Negative form	Interrogative form
Can	S + can + be + Past Participle	S + can + not + be + Past Participle	Can + S + be + Past Participle ?
Will	S + will + be + Past Participle	S + will + not + be + Past Participle	Will + S + be + Past Participle ?
Should	S + should + be + Past Participle	S + should + no + be + Past Participle	Should + S + be + Past Participle ?
May	S + may + be + Past Participle	S + may + not+ be + Past Participle	May + S + be + Past Participle ?
Must	S + must + be + Past Participle	S + may + not + be + Past Participle	Must + S + be + Past Participle ?
Have to / has to	S + have to / has to + be + Past Participle	S + have not to / has not to + be + Past Participle	Have to / has to + s + be + Past Participle ?

Example :

- a. Active sentence : The police will find the robbery
- b. Passive sentence
- Affirmative : The robbery will be found by the police
- Negative : The robbery will not be found by the police
- Interrogative : Will the robbery be found by the police ?

2. The past-passive voice form : Modal + have been + past participle

Table 6. Passive Voice Form with Past Modal

Modal	Affirmative form	Negative form	Interrogative form
Could	S + could + have been + Past Participle	S + could + not + have + been + Past Participle	Could + S + have been + Past Participle ?
Would	S + would + have been + Past Participle	S + would + not + have + been + Past Participle	Would + S + have been + Past Participle ?
Might	S + might + have been + Past Participle	S + might + not+ have + been + Past Participle	Might + S + have been + Past Participle ?

Example :

- a. Active sentence : You could fix your camera with cheap price
- b. Passive sentence :
- Affirmative : Your camera could have been fixed with cheap price
- Negative : Your camera couldn't have been fixed with cheap price
- Interrogative : Should your camera have been fixed with cheap price?

C. Make a Match Method.

Make a Match method is one of the cooperative learning methods which was developed by Lorna Curran in 1994. *Make a Match* is a cooperative learning types where in its process divides the students into groups with different skills, genders etc. In other words, it means that students will work in groups to solve their problem. Therefore, the students will be divided into two groups, and then the teacher will share some cards with a topic that has been determined. The cards are made into two types: question cards and answer cards. With those cards, the students must find partners who have a card that matches theirs. The teacher will determine the limit of time. After the students have found their partners, the teacher will check the cards to see if they are true or false. They will be collected again, shuffled and shared randomly. This way is continued until students get different cards.

This learning method is not only motivates the students but also strengthens their social skill such as respecting other friends' opinions, listening to other people's explanations, daring to express their ideas or opinions, etc.

According to Rusman (2013, p.98) in Helmiati (2016, p.72) mention that some steps are required to apply the *Make a Match* method as follows:

1. The teacher must prepare previously some cards that contain some concepts or a suitable topic for review session, one part contains questions and the other is the answer.
2. Every student gets one card
3. Every student thinks the answer or the question from the card that they hold.
4. Every student finds their partner that has a matching card with his card
5. Every student who finds their suitable card before the time up will get a point
6. After the first session, the card is shuffled, so the students will get the different card in the next session. It is continued until this activity is ended.
7. The teacher together with the students, make a conclusion from the material that has been given by the teacher.

According to Shoimin (2013, p.98) mentions the advantages of *Make a Match* method, as follows:

1. The circumstance of excitement will grow in learning process
2. Collaboration between fellow students is realized dynamically
3. The emergence of the dynamics of mutual cooperation that is evenly distributed among all students

Previously, researcher has to create 2 types of cards, namely active and passive voice card types. Active voice cards will be written in the form of sentences with several kinds of tenses, while the passive card will be written in the opposite form of the active sentence. On the other hand, the researcher will arrange the procedures of implementation the *Make a Match* method in teaching passive voice clearly as follow :

1. The researcher will explain the definition, the use, the form, the examples and how to change active into passive voice and the other way around
2. The researcher will divide the students into two groups. The first group will be named as group A while the second group will be named as group B.
3. The researcher will share cards that contain active and passive voice. Group A will be given active voice cards and Group B will be given passive voice cards. Every student will have one card.
4. The researcher asks students to think the answer of the question that he/she has held.
5. The researcher asks students to find their partners in the limit time that has been determined.
6. After that, the researcher will check the cards.
7. If the cards are suitable, the cards will be collected and shuffled again. This section will be continued until the activity is end.
8. Last, the researcher and the students will make a conclusion.

A. METHOD

Classroom Action Research is one of action research which conducts in classroom. Likes its name, the research will be carried out in the classroom to solve the problem that is faced by the students. The special characteristic of Classroom Action Research is real action, where the real action is conducted as part of research activity in order to solve problem (Wijaya and Sharum, 2016, p.27).

The researcher adopted John Elliot's design of Class Action Research (CAR). It consisted of two cycles which in each cycle where consisted of four stages. Those stages are planning, implementation,

observing and reflecting. According to Mahmud and Priatna (2008, p.61) explain the implementation cycle of Class Action Research as follows :

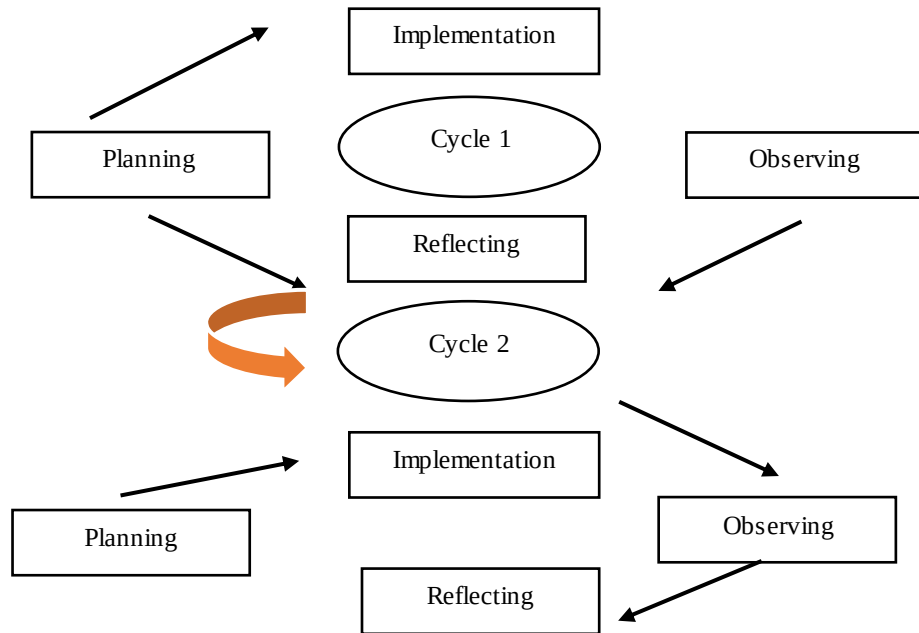


Figure 1. Research Procedures

Mubarok (2015, p.62) in fitriana (2018, p.43) also states that CAR is research in the classroom to get solve problem and improve students' ability. Besides that, Classroom Action Research is made with the goal to improve and repair the quality of teaching and learning process and help empower teachers in solving learning problem at school (Mu'alimin, 2014, p.8). Therefore, based on the explanations above, Classroom Action Research can be interpreted as a kind of research which conducts in a classroom to solve the problem who faces by the students.

Based on the explanation above, the researcher plans to use CAR that will be conducted in two cycles. Those cycles are consisted four stages in each cycle. The stages are planning, acting, observing and reflecting. Before applying those cycles, the researcher must prepare three steps to collect the data, as follows:

1. Students' test sheets
The researcher will make pre-test, post-test 1 and post-test 2 as the students' test sheets to collect the data namely the students' score in each tests.
2. Observation sheets
Before makes observation sheets, the researcher must know the information of the students such as the students' name, the number of students. After that, the researcher will prepare observation sheets in teaching and learning process to observe what will happen in the classroom or observe students' responses during teaching and learning process in the classroom.
3. Tool of documentation
The researcher will determine what tool to take documentation section to complete the data.

The aim of those steps is to find out the students' grammar mastery about of passive voice. Besides that, the other aim of following those steps is to be comparison between before and after giving the treatment by applying *Make a Match* method.

To collect the data, there are some techniques that are used, those are:

- Field Note
Field Notes was used to write all things that happened during teaching and learning process activity. Field note was written to describe the process and all things that happened during teaching and learning process.
- Interview
Interview was an activity to get information about informant verbally by giving some questions.
- Questionnaire
The questionnaire sheet was consisted some of statements that had be filled by the students.
- Documentation.
Documentation activity was to give real proof and reveal the situation in the middle of learning process. In this study, the researcher used a phone camera to take pictures during teaching and learning process.
- Test.
There were two kinds of test that given to the students, they were pre-test and post-test. Pre-test was given before treatment while post-test was given after treatment. Besides that, the form of test was consisted 20 questions where divided into two tasks, namely fill in task and transforming task. Fill task was consisted 15 questions while transforming task was consisted 5 question

3. RESULT AND DISCUSSION

The data was taken in XI-IPS of SMA Swasta Imelda Medan with 26 students in the classroom. Based on the result, the researcher found quantitative and qualitative data. This process was conducted using make a match method.

Table 7. The Students' Score of Pre-Test, Post-Test I and Post-Test II in Cycle I and Cycle II.

No	Students' Initial Name	Pre-test	Post-test I	Post-test II
1	AT	55	80	90
2	AP	35	50	70
3	CC	50	50	90
4	DS	50	75	95
5	ES	50	75	90
6	FFG	50	75	80
7	HW	55	80	95
8	MPN	60	75	85
9	MDR	50	70	100
10	NAS	50	70	90
11	NS	55	80	85
12	NS (Nur)	45	80	95
13	RA	50	75	90
14	RH	50	65	90
15	RF	45	85	90
16	RA (Rifqi)	50	60	70
17	RP	40	70	85
18	SK	55	85	100
19	SK (Silvia)	50	85	100
20	SRS	55	75	80
21	YA	40	60	60
22	SRHS	55	75	80
23	ZN	45	85	95
24	GB	55	80	85
25	NIBH	55	85	100
26	MM	50	65	85
	Total	$\sum x = 1300$	$\sum x = 1910$	$\sum x = 2275$
	Mean	$x = 50$	$x = 73.46$	$x = 87.5$

Based on the table, it could be seen that the most of students kept showing the improvement especially before and after using *Make a Match* method. To compare the result of the study obtained of each cycle, the researcher used some steps such as calculating the mean, calculating the class percentage and calculating students' improvement from the tests. The first step was to find out the students' mean score of the class as follows :

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

$$X = \frac{1300}{26}$$

$$X = 50$$

The students' mean score was 50 in the pre-test. This is students' result before Class Action Research (CAR) using *Make a Match* method. Next, the researcher found out the percentage of students' score who passed the minimum criteria of mastery learning or Kriteria Ketuntasan Minimal (KKM). Based on the interview with English teacher, she said that the KKM was 75. It was calculated by using this form :

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{0}{26} \times 100 \%$$

$$P = 0\%$$

Based on the pre-test result, it was found that the students' class percentage was 0%. It was because there was no one who (KKM). After that, the researcher find out the mean score of post-test I in the cycle I using this form, as follows:

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

$$X = \frac{1910}{26}$$

$$X = 73.46$$

The students' mean score of post-test I in cycle I is 73.46. Based on this result, it could be seen between pre-test and post-test I in cycle I there was improvement. Then, the researcher found out the percentage of the students who passed (KKM) as follows :

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{17}{26} \times 100 \%$$

$$P = 65\%$$

From the calculation, the class percentage that passed KKM was 65% or 17 students who passed in cycle I. Therefore, the improvement between pre-test and post-test I in cycle I was 65%. But, this was not successful yet because it was still need improvement around 75% as the target of Classroom Action Research. The next step was found out the percentage of students' improvement score from pre-test and post-test I as follows :

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{73,46 - 50}{23,46} \times 100\%$$

$$P = \frac{23,46}{50} \times 100\%$$

$$P = 47 \%$$

Based on this result, the students' improvement score from pre-test and post-test 1 in cycle 1 was 47%.

Because from the post-test I the result was not pass the target, the researcher applied cycle II. The researcher calculated the result of post-test II in cycle II from Classroom Action Research (CAR) to know mean score of students from post-test II as follows :

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

$$X = \frac{2275}{26}$$

$$X = 87.5$$

The mean score of post-test II was 87.5. It means that there was significant improvement from the post-test I that was 13.45. After find out the mean score, the researcher found out the class percentage to find out the percentage of the students who passed KKM as follows :

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{23}{26} \times 100 \%$$

$$P = 88\%$$

Based on the result, the class percentage from post-test II was 88%. The result had improvement from post-test I. Then, the last step was found out the percentage of students' improvement to see the difference between post-test I and post-test II as follows :

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{87,5 - 50}{50} \times 100\%$$

$$P = \frac{37,5}{50} \times 100\%$$

$$P = 75\%$$

Discussion.

Make a Match method has been used in every cycle and showed significant improvement. It can be seen that the mean score between pre-test and post-test I showed significant improvement. The pre-test in cycle I showed the students' mean score was 50 while in the post-test II in cycle II showed the students' mean score was 87.5. Besides that, between cycle I and cycle II were found that no one students who passed the KKM, while in post-test II was found that 23 students who passed the KKM. In *Make a Match* method, the students not only asked to find the partner/cards but they also asked to discuss in order to find suitable card, work together, solving the problem and sharing or delivering their opinion.

4. CONCLUSION

Based on the result of research finding, it was found that the total score of pre-test was 1300 with the students mean score was 50. While the total of students' score of post-test I was 1910 with the students' mean score was 73.46. Then, the total students' score of post-test II was 2275 with the students' mean score was 87.5. Besides that, the percentage of students' improvement score was 47%, while the percentage of students' improvement score in post-test II was 75%. Moreover, based on the data was found that the class percentage that passed the minimum criteria of mastery learning or Kriteria Ketuntasan Minimal (KKM) was 65% or 17 of 26 students who passed the (KKM). In the post-test II was 85% or 23 of 26 students who passed learning KKM

Moreover, based on results of the interview with the English teacher were only 40% of students who focus on the topic and she has not ever applied *Make a Match* method yet. Then, during applying *Make a Match* method the class was noisy and interested to use *Make a Match* method. After that, based on the result score showed significant improvement and it was successfully implemented. While the result of students' interview, *Make a Match* method was fun and they were interested toward *Make a Match* method. Besides that, based on the questionnaire, the result showed that it indicated that the students mostly stated that *Make a Match* method helped them to learn passive voice and reduce their boredom. Based on the data of the result, it can be stated there is significant improvement of students' grammar mastery on passive voice using *Make a Match* method. Therefore, the writer concluded that *Make a Match* method could improve students' grammar mastery.

ACKNOWLEDGEMENT

Thanks to Universitas Potensi Utama which has provided a place for me to do this scientific paper. And thanks to Sir Ashari P. Swondo M.Hum who always guides and gives advice so that I can do this.

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